

IN THE UNITED STATES DISTRICT COURT  
NORTHERN DISTRICT OF OHIO  
EASTERN DIVISION

ALEATHER THOMPSON

Plaintiff,

vs.

UHHS RICHMOND HEIGHTS  
HOSPITAL, INC., *et al.*

Defendants.

STATE OF OHIO )

) SS.

COUNTY OF CUYAHOGA )

) CASE NO. 1:07CV0783

) JUDGE DONALD C. NUGENT

) **AFFIDAVIT**

) AFFIDAVIT OF ALEATHER THOMPSON

Affiant, Aleather Thompson, with personal knowledge of the following and competent to testify thereto, deposes and says as follows:

1. I am the plaintiff in the above-captioned case.
2. I worked at Richmond Heights Hospital in its Food and Nutrition Service Department from April 1982 until I was terminated effective November 1, 2005.
3. I was employed as a Production Cook and later was promoted on or about 2001 to the position of Food Production Supervisor.
4. I was employed by Richmond Heights Hospital when I first started working at the hospital.
5. Mt. Sinai Medical Center (hereinafter "Mt. Sinai") in approximately 1988 became my employer when Richmond Heights Hospital became affiliated with Mt. Sinai.
6. I became an employee of Sodexo Marriott (whose name was later changed to Sodexo) on or about 1998 while Richmond Heights Hospital was still affiliated with Mt. Sinai.



7. I then became an employee of University Hospitals Health System (hereinafter "University") on or about 2000 when Richmond Heights Hospital became a part of the University Hospital Health System.

8. I had to quit my job with Richmond Heights hospital in 1988 and apply for the job at Mt. Sinai. I also had to quit my job with Mt. Sinai and apply for the job with Sodexo and was required to apply for my job with University.

9. As a Production Cook, I supervised the cooks (including scheduling, evaluations, and discipline) and was responsible for the food production in the hospital's kitchen and cafeteria.

10. As a Production Cook, I was responsible for catering functions including set-up, cooking, and serving. My boss at the time I assumed these duties had let me try to do a catering, liked what I did, and gave me that responsibility.

11. As a Production Cook, I planned menus for the cafeteria, followed HACCP guidelines for sanitation within the Nutrition Services Department, trained the cooks, assisted the Executive Chef with cooking demonstrations, and assisted with inventory, ordering, and receiving.

12. As a Production Supervisor, I supervised the entire kitchen and cafeteria, was responsible for catering functions (set-up, cooking, and serving), planned menus, made sure the employees followed HACCP guidelines, made sure the kitchen was in compliance with the HACCP guidelines, trained the kitchen and cafeteria staff, did display cooking, did scheduling, performed evaluations, and was responsible for discipline. I held the scheduling responsibilities the entire time I was the Production Supervisor at Richmond Heights Hospital.

13. As a Production Supervisor, I did most of the inventory, purchasing, and receiving.

14. As a Production Supervisor, I handled the cash responsibilities when my supervisor, Steve Savanick, was not there. Specifically, I made sure there was a certain amount of cash in the safe deposit box and the cash register drawers at the beginning of the day, I counted down the cash register drawers and made sure there was the correct amount of money in the cash register drawers at the end of the day, took a register reading, made cash reports, and made deposits in the bank.

15. As Production Supervisor, I was responsible for planning and putting on holiday food events (decorating the cafeteria, planning the menu, preparing an event calendar, etc.). See calendar prepared by Aleather Thompson attached hereto as Ex. 1 incorporated by reference as if fully rewritten herein.

16. When Sodexho managed the Nutrition Department, we used standardized menus. The only time we changed the menus was when we were informed that people did not like a particular food offered in the cafeteria.

17. Menus were cycled every four weeks. For example, we might have chicken on Monday, liver the next Monday, pork the next, and macaroni the next. We would then begin the cycle all over again.

18. Either Mr. Savanick or I would decide what foods to substitute on the menu when we were informed that persons in the cafeteria were dissatisfied with a particular food item. We selected the substituted food item from the standardized Sodexho menu.

19. Sodexho planned to have an At Your Request ("AYR") program which Mr.

Savanick and I had discussed whereby the patients would be able to select their choices from the menu and order at any time (as opposed to having their meals at predetermined times).

20. The only real difference from a food production standpoint in implementing such a program is that the food would need to be cooked at different times.

21. In order to prepare for a career in the culinary arts, I attended and graduated from the Baltimore International Culinary Arts Institute in May, 1980.

22. I was certified as a Food Service Sanitation Manager in Baltimore and certified by Sodexho Marriott Services in ServSafe Sanitation.

23. I have had training on how to educate employees on the chemicals used in the Nutrition Services Department, training on HIPPA Security Regulations, training from the Cuyahoga County Board of Health on "Person in Charge" Food Safety Training (including training in HAACP), and training on the supervision of employees.

24. I was designated a Service Superstar for outstanding achievement and excellence by University Hospitals Health System in March, 2001 and July, 2002.

25. Materials in support of the facts set forth in paragraphs 21-24 are attached hereto as Ex. 2 incorporated by reference as if fully rewritten herein.

26. Up until the time I was supervised by Steven Savanick, I was given better than satisfactory performance evaluations in my job as a Food Production Supervisor. These evaluations are attached hereto as Ex. 3 incorporated by reference as if fully rewritten herein.

27. From the time I began my employment at Richmond Heights Hospital until University took over, I never observed a racial discrimination problem in the Nutrition Services Department. The employees and managers got along real well and we were like a family.

28. When University took over and installed Aramark as its food management company, there were numerous instances of racial discrimination about which I complained to the Human Resources Department.

29. One particularly egregious instance of racial bias occurred when Eric, the Aramark Food Service Manager who managed the Nutrition Department until approximately mid 2004, hung a civil war poster picturing African-Americans as slaves in the hallway outside the cafeteria after I had decorated the cafeteria with pictures of Martin Luther King for a Martin Luther King Day food event.

30. Despite the racial discrimination that occurred in the Nutrition Department under Eric and another Aramark Manager, Jim Johnston, I received very good work performance evaluations from these persons.

31. There were concerns expressed by the employees in the Nutrition Department to the Human Resources Department, including instances of black employees being treated differently than the white employees.

32. Mr. Johnston and I worked successfully together to resolve the forgoing employee concerns to raise employee morale. However, the different treatment of the black employees (for example, unequal allocation of job duties, Mr. Johnston lunching with the white employees but not with the black employees, etc.) continued.

33. Mr. Johnston did try to treat the black employees with more respect. We also implemented programs to give recognition to the employees, scheduled parties, and otherwise took steps to increase employee morale.

34. Mr. Johnston did speak to me respectfully and praised my work. See

correspondence to Aleather Thompson from Jim Johnston attached hereto as Ex. 4.

35. Mr. Savanick, unlike Eric and Jim Johnston, wrote a very poor work performance evaluation for me. After I complained, and someone from another department complimented me on a catering job I had performed, Mr. Savanick handed me another evaluation, unsigned and undated, that was better than satisfactory.

36. In addition to the poor evaluation, Mr. Savanick complained to Mary Henefeld about me and wrote an anecdotal note (attached hereto as Ex. 5 incorporated by reference as if fully rewritten herein) that I had never seen before my attorneys received it late in the discovery process of this case.

37. Primarily because of depression, problems with regulating my medication, for injuries I had sustained on the job, I took a number of leaves under the Family Medical Leave Act (FMLA) in 1994, 2003, 2004, and 2005.

38. When Mr. Savanick was my supervisor, I took two leaves under the FMLA, one from August 22, 2005 through August 26, 2005 and one October 22, 2005 through November 1, 2005.

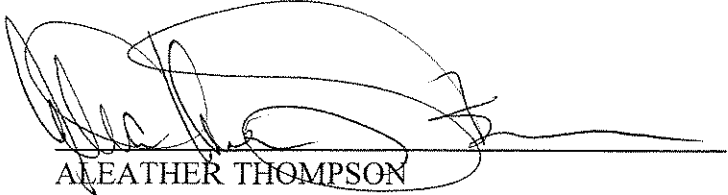
39. I took leave under the FMLA in 2005: one leave February 23, 2005 through February 28, 2005 and another leave under the FMLA May 23, 2005 until May 31, 2005.

40. I never used favoritism when preparing the schedules and always informed the employees whether or not they could take PTO. I approved PTO on a first come, first served basis.

41. I could not give everyone PTO when they wanted it because I had to make sure

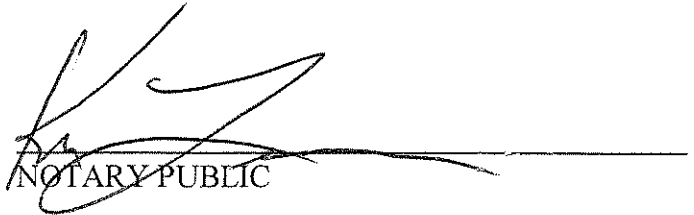
the Kitchen was properly staffed.

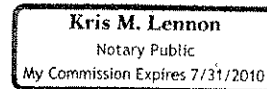
FURTHER AFFIANT SAYETH NAUGHT.

  
ALEATHER THOMPSON

SWORN TO BEFORE ME and subscribed in my presence this 16 ←

day of July, 2008.

  
NOTARY PUBLIC



## SPECIAL EVENTS & ACTIVITIES CALENDAR 2004

MONTH DAY(S)	EVENT/ACTIVITY	ONE DAY / WEEK LONG / MONTHLY PROMOTION OR EXTRAVAGANZA DETAILS
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January:

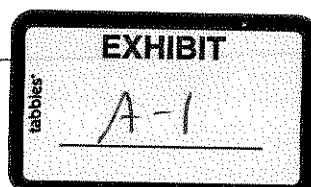
Month	Mediterranean Sun-drenched Flavors (Greek & Med. Ethnic foods) National Soup Month Oatmeal month, Hot Tea Month	
Week of	Championship week 12-16; Super Bowl 26-30 (on 2/1) Score Contest week before + food specials all week & décor + College Bowls (12/28 – Jan 3)	
1	New Year's Day (menu special)	
8	Elvis/James Dean birthday	Posters/60's Fat Food Special
12 (varies)	Thank God its Monday Day	Food Special
15/19	Dr. M.L. King, Jr. born	(19th) + MLK Holiday Promo Day Food Sp.
18 (Sunday?)	Confederate Heroes Day	C.W. Posters/Southern Food Special
21	National Pie Day	Add Pie variety + Fruit decor hangings
22	Chinese New Year	
23	Fun at Work Day	
28	National Popcorn Day	
31	Backwards Day	"Re-arrange Everything" Backwards salad bar

Department Specific: \_\_\_\_\_

February:

Month	Black History Month decor + one week menu plus more ethnic food specials, Potato Lover's Month, Great American Pie Month [Sweet Shoppe: Push Chocolate and other sweet desserts] American Heart Month, National Cherry Month, Snack Food Month, Grapefruit month	
2	Groundhog Day	Menu price special depending on shadow
4 varies	Winter's halfway over	"Spring is around the corner" special
6 varies	Pay a compliment day	"Nice Job" special
6	"Babe" Ruth born	Baseball posters (restore till April 1)
5	Mardi Gras begins?	"Louisiana Bourbon St. special"
11	Thomas Edison born	"Bright idea" (Heat Lamp & Elec Stir-Fry Wok)
12	Abraham Lincoln born	"Emancipation Proclamation" handout
13	Begin National Specialty Coffee week	[13 varies Spooky Friday the 13th.]
11 - 15	National Pancake Week	
15	National "I want butterscotch" day	
12	CHINESE New Year	Chinese food/sides decorations per animal
14	Valentine's Day	"Sweets to your sweet" dessert specials - Candy Bar Bell
16 varies	Presidents Day [Afternoon Apple pie and ice-cream special]	
17	My Way Day	
22	George Washington born	"Eat Cherry Pie - not tell a lie"
24 varies	Fat Tuesday (end Mardi Gras) high calorie breakfast	
25 varies	ASH Wednesday Friday Lenten ongoing through Easter	
26	Fats Domino's birthday party 50's Music/ menu special / Buffalo Bill's birthday"HotBuffalo Wings	

Department Specific: \_\_\_\_\_



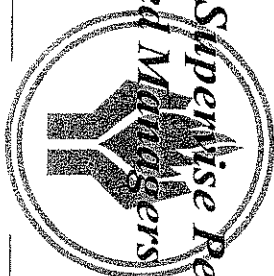
UH-Thompson 001792



# Certificate of Continuing Education

The undersigned participant is awarded 6 CEUs or 6 contact hours of Continuing Education according to the guidelines set forth by the National Task Force on Continuing Education for completion of the following program:

## How to Supervise People for Newly-Appointed Managers and Supervisors



Signature of Seminar Participant

Mark R. Truitt, Executive Director

Date

Gary M. Truitt, Managing Director

Rockhurst University Continuing Education Center  
NATIONAL SEMINARS GROUP

Printed in the U.S.A. NHTSP

EXHIBIT

A-2

# BALTIMORE'S INTERNATIONAL CULINARY ARTS INSTITUTE

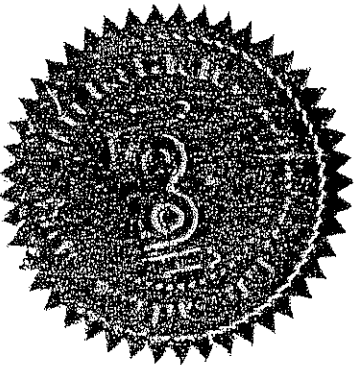
UPON THE RECOMMENDATION OF THE ADMINISTRATION AND FACULTY  
AND BY THE AUTHORITY OF THE EXECUTIVE COMMITTEE

Heather Thompson

IS HEREBY CERTIFIED IN

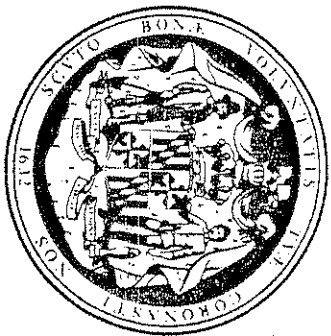
Basic Restaurant Skills

AND IS ENTITLED TO THE DEGREE OF RECOGNITION SUCH CERTIFICATION COMMANDS



IN WITNESS WHEREOF, WE HAVE SUBSCRIBED  
OUR NAMES AND AFFIXED OUR SEAL  
THIS 2nd DAY OF May, 19 80  
George A. Packer  
CHAIRMAN OF THE BOARD  
Leahy  
EXECUTIVE DIRECTOR

# The State of Maryland



This certifies that

ALEATHER THOMPSON

has successfully completed a course in  
*Food Service Sanitation Management,*  
*sponsored by the Environmental Health Administration.*

UH-Thompson 001768

The Witness hereof, we have subscribed our names this 7TH day of JANUARY, 1980.

Ronald Nelson,

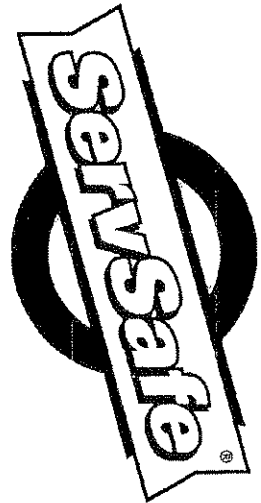
Ronald Nelson  
Administrator, Community Health Programs

Max Ewerberg

Acting Director, Environmental Health Administration

Charles R. Buck

Charles R. Buck, Jr., Sc.D.  
Secretary of Health and Mental Hygiene



NATIONAL RESTAURANT ASSOCIATION  
EDUCATIONAL FOUNDATION

recognizes

Aleather Thompson  
for completing the

ServSafe® Introduction to Food Safety CD-ROM Training Program\*

July 17, 2002  
Date

Eric H. Osterman  
Supervisor

\*This recognition may not be used to certify knowledge or understanding of food safety.

[www.edfound.org](http://www.edfound.org)

National Restaurant Association  
EDUCATIONAL FOUNDATION

© 2000 National Restaurant Association Educational Foundation

<u>Chemical Name</u>	<u>Usage</u>	<u>Cautious Handling</u>	<u>Personal Protective Equipment</u>
1. Solid Power Plus	Dish-machine Soap	Caustic solid "do not touch" Remove cap and slowly replace Capsule Refer to MSDS Sheet if exposed Do not mix with anything but water	Wear goggles and gloves when replacing capsule
2. Solid Rinse Dry	Rinsing and spot preventing agent	Not hazardous Do not mix with anything except water	Wear goggles and gloves When replacing capsule
3. Monsoon	Manual Pot Washing Soap	Not hazardous Use caution when replacing 5 gallon drum Do not mix with anything except water Refer to MSDS sheet if exposed	Wear gloves when washing pots and using the chemical
4. Automatic Drain Relief	Liquid Enzymatic Drain Cleaner	Avoid contact with skin or eyes Do not mix with anything except water Refer to MSDS Sheet if exposed	Wear gloves and goggles When replacing
5. Clinging Lime-A-Way	Liquid High Acid Cleaner Removes water deposits	<b>Very hazardous if mishandled</b> Avoid contact with skin or eyes Corrosive Do not mix with anything except Water If inhaled immediately move to fresh air Refer to MSDS sheet if exposed	Wear gloves and goggles
6. Dip It EP	High Alkaline Oxygenated Cleaner for Coffee Pots	<b>Avoid Contact with eyes and skin</b> May not cause pain at first Do not mix with anything except Water Refer to MSDS sheet if exposed	Wear gloves and eye protection when handling
7. Greasecutter Plus	Liquid Alkaline Oven Cleaner and Degreaser	<b>Very hazardous if mishandled</b> Avoid contact with skin and eyes Do not mix with anything except Water Avoid inhalation Refer to MSDS sheet if exposed	Wear gloves and eye protection



**SYSCO FOOD SHOW 2001**  
**THE ATLANTIC AVE**  
**SEAMEN AVENUE**

**ROASTERS BLEND AVENUE**

Thursday, October 2, 2001 10:00 am - 12:15 pm  
 Registration 9:00 am - 10:00 am  
*Registration Credits (2)*

Street Smart Guide to Food Borne Pathogens  
 Uniform Food Defenses: Presented by  
 Cuyahoga County Board of Health

**(CREDITS RECOGNIZED)**  
 CEU Credits requested for each morning session  
 American Dietetic Association & Dietetic Managers  
 BENHA Nursing Home Administrators  
 Ohio Board of Nursing accepts approval of  
 BENHA credits

**BLOCK AND BARREL BLVD**

Thursday, October 2, 2001 11:00 am - 1:00 pm  
 Sign in at the information booth  
*Registration Credits (2)*

Food Show: Stroll the Metropolitan Streets  
 Booth: Meeting and Product Display

**(CREDITS RECOGNIZED)**  
 ACF American Culinary Federation, the  
 American Dietetic Association & Dietetic Managers

## Cuyahoga County Board of Health "Person in Charge" Food Safety Training

- One 3-hour session at SYSCO Cleveland
- Satisfies minimum requirements of the 2001 Ohio Uniform Food Safety Code
- Cost: \$25 per person

- Food Safety topics covered
  - The cause and prevention of foodborne illness
  - Proper food handling
  - Employee health and personal hygiene
  - HACCP Principles
  - The new Ohio Food Law
- Quality Assurance Principles and techniques

- Available 2001 Dates:
  - September 19 (Wed)
  - October 17 (Wed)
  - November 21 (Wed)
  - December 19 (Wed)

*(3) CEU American Dietetic Assoc. Dietary Managers*  
 Class Size is Limited! Call Paul Desario or Peter Schude at the Cuyahoga County Board of Health  
 to register: (216) 443-7500 or fill out the application below and mail it to: Cuyahoga County Board of Health • 1375 Euclid Avenue, Suite 524 • Cleveland, OH 44115 or fax: 216-443-7537

All Sessions 1:00 pm - 4:00 pm

Valuable on-the-job training  
 for Food Safety Service

All Food Operators  
 • Restaurants • Clubs • Hotels • Colleges • Schools

Institutional Operators  
 • Long Term Care • Hospitals

Name: LISA Thompson UHS/Richmond Heights Hospital  
 Address(work): 27100 CHARDEN RD (Home): Richmond Hts. OH 44143  
 Phone no (work): 440-585-6409 (Home): 440-585-6279

Please place a "1" by the month in which you would most like to attend and a "2" next to an alternate month. We will e-mail a confirmation letter stating the date and time.

- ( ) September 19 Wednesday ( ) October 17 Wednesday  
 (1) November 21 Wednesday (2) December 19 Wednesday  
 Please make checks payable to C.C.B.H. (All checks are non-refundable) For directions to SYSCO, call (216) 587-1275 (ext. 371), or 1-800-827-3011.



*Loft message*

## Registration Form- HIPAA Security Regulations

Please print

Aleather (Lisa) D Thompson Sup  
First Name M.I. Last Name Suffix Title

Lisa Thompson D @  
Email Address

UHHS Richmond Hts. Hospital

Organization

Jim Johnson

Supervisor Name

[Signature]  
Signature

4/6/2005  
Date

**MUST BE COMPLETED BY: APRIL 18<sup>th</sup>, 2005**

**SEND COMPLETED FORM TO:**

Mary Beth Rauzi  
Staff Development  
x6140

## HIPAA Privacy Standards Training Participant Post-Test

Please PRINT the name of the UHHS site you work at: Richmond Hts. Hospital

Please PRINT your name: Lisa Thompson

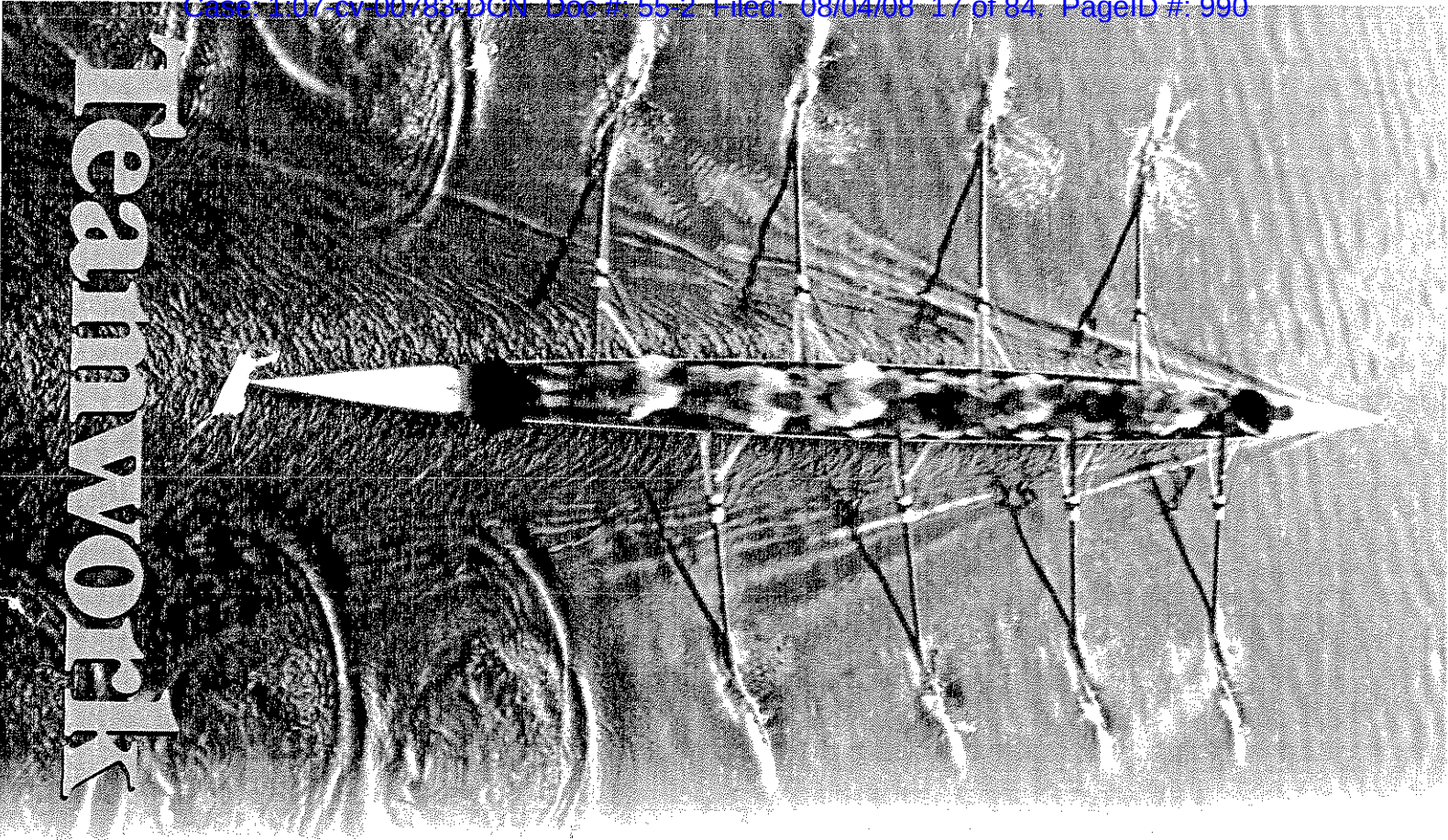
Please PRINT your department's name: Nutrition Service

**Instructions:** *Read each question carefully and review the four possible answers given below the question. Decide which one of the four answers is the best one and circle the letter next to your answer. Choose only one answer.*

1. What information does HIPAA always allow you to tell a person over the phone, assuming that they have asked for the patient by name?
  - a. The patient's diagnosis and general condition.
  - b. No information can be given out.
  - ☒ c. The location and general condition of the patient.
  - d. Only the patient's location.
2. Two nurses are eating lunch in a hospital's crowded cafeteria. Nurse A says to Nurse B, "Mr. Johnson, the cancer patient in Room 227, sure had a rough morning. He vomited three times." Did Nurse A violate the patient's right to privacy?
  - ☒ a. Yes, because someone could identify the patient from what Nurse A said.
  - b. No, because the patient's first name wasn't mentioned.
  - c. No, because nothing specific was said about what was wrong with the patient.
  - d. No, because it is a private conversation, not meant to be overheard by others.
3. What does the term *minimum necessary* mean?
  - a. Information can only be shared with the patient or their representative.
  - b. Information obtained from UHHS patients should be shared only within UHHS, not with outsiders.
  - c. Protected patient information should be shared with as few people as possible.
  - ☒ d. Care should always be taken to give out only the information that the other person has a right to know, never more than is necessary.
4. What is the *Notice of Privacy Practices*?
  - ☒ a. A statement that describes how a patient's medical information may be used and shared by UHHS, and how a patient can gain access to their health records.
  - b. A UHHS form that authorizes a patient or facility to use and disclose information.
  - c. Another name for the Patient Bill of Rights.
  - d. A UHHS form signed by the patient that states they want to restrict sharing of their health information.
5. What would be a reasonable action to take to protect patient privacy if you are talking with a patient about their care in a semi-private room, and the other bed in the room is occupied?
  - a. Write down the information and give it to the patient to read.
  - ☒ b. Close the curtain between the beds and keep the volume of your voice as low as possible.
  - c. Remind the patient in the other bed that your patient's information is private and ask them not to listen to your conversation.
  - d. There is really nothing you can do to avoid being overheard, and the TPO exclusion in HIPAA says you don't need to be concerned about what the other patient might overhear.

Give your completed test to your manager or supervisor who will forward it to Jan Meister RN Local Compliance Officer at UHHS Richmond Heights Hospital.





# Service Superstar

This Honor is Bestowed Upon

## Lisa Thompson

In Recognition for

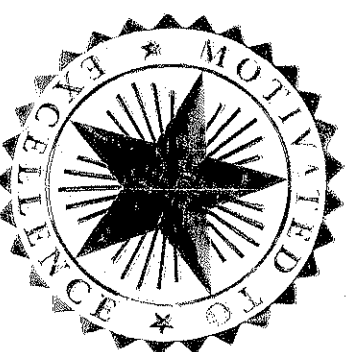
Outstanding Achievement and Excellence

And is Awarded this Certificate by

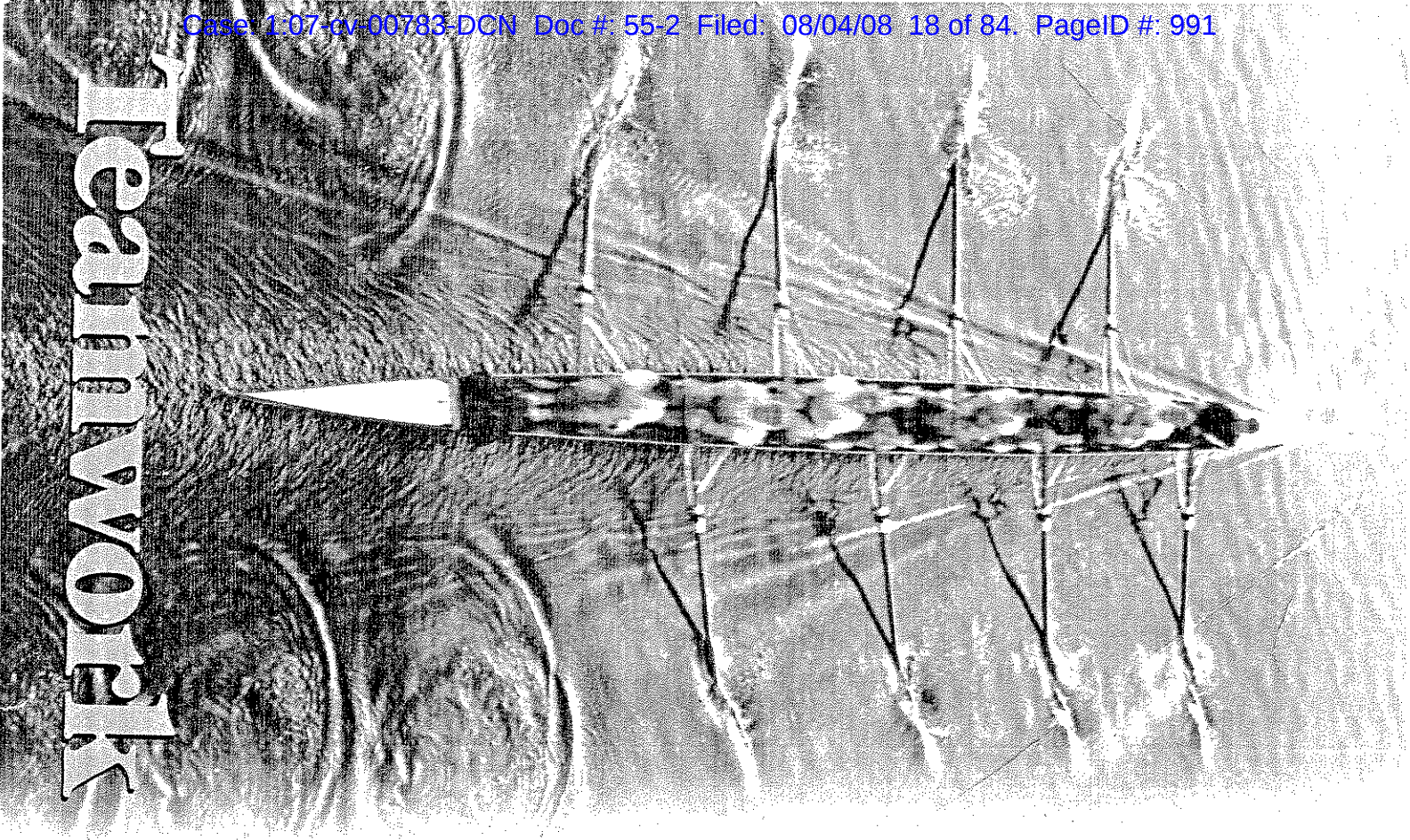
**University Hospitals Health System**  
**Richmond Heights Hospital**

July 25, 2002

  
Sean McKibben







# Service Superstar

This Honor is Bestowed Upon

**Lisa Thompson**

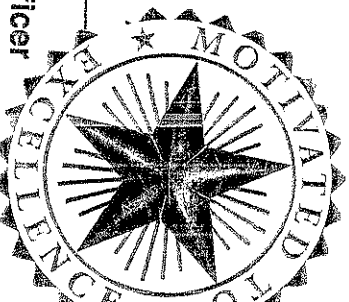
In Recognition for

Outstanding Achievement and Excellence

for the month of March 2001

**University Hospitals  
Health System  
Richmond Heights Hospital**

Sean McKibben, Chief Operating Officer



**UniversityHospitals**  
**HealthSystem**  
**Richmond Heights Hospital**

**Job Description and Performance Appraisal**

Employee Name: LISA Thompson

Social Security Number: \_\_\_\_\_

Type of Appraisal: Initial Annual Other

Performance Rating: 92 ER Date Given: \_\_\_\_\_

Job Title: <b>Food Production Supervisor</b>	Staff: n/a	Nonexempt
Department: FOOD & NUTRITION SERVICES	Responsible for an Operating Budget of: \$ N/A	Financial Impact/Dollars Influenced: \$ N/A
Reports to (title): Director of Food & Nutrition Services	Age of Patients Served: _____ to _____ N/A	
Supervisor's Approval (signature):	Date Job Description Prepared/Reviewed: October, 2000	
<u>Position Summary/Essential Duties:</u> (include percentage of time for each duty and corresponding Competency number.) 1. Preparation of food served in all areas of the hospital (15%—comp.5) 2. Oversees patient tray assembly, café & catering food service (20%—comp.6) 3. Supervisory operational duties (65%—comp.7)		
<u>Education/Expertise:</u> AAS Degree, CDM, Culinary Certification, or the equivalent In quantity foods experience. (In healthcare preferred.)  Food preparation and sanitation education/training.  <u>Required Credentials, Licensure or Certification (i.e. RN, RRT):</u> Serve-Safe Food Sanitation Course		
<u>Experience &amp; Knowledge:</u> Minimum of 5 years food preparation experience required. Hospital food preparation preferred  <u>Special Skills &amp; Equipment Knowledge:</u> *Strong customer service skills *In depth knowledge of food preparation & food safety *Ability to read, understand & modify recipes *Ability to work independently with computer used for ordering food *Operate kitchen equipment and train others *Supervision (charge person)		

**Job Relationships/Contacts:**

Internal (Inside UHHS) Who	Purpose	External (Outside UHHS) Who	Purpose
All departments	Service of food	Vendors/families/visitors	Ordering food Service of food

**EXHIBIT**

A-3

UH-Thompson 001797



Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting x eval pts = Total
<b>1) Competency:</b> <i>Initiates and maintains positive relationships with patients/customers.</i>			10%	3	30
<ul style="list-style-type: none"> <li>✓ <b>Critical Behaviors (Minimum):</b></li> <li>✓ Exemplifies the UHHS Richmond Heights Hospital Service Standards</li> <li>✓ Takes pride in working at UHHS Richmond Heights Hospital</li> <li>✓ Makes people feel welcome</li> <li>✓ Shows people they are important</li> <li>✓ Ensures privacy and confidentiality for their patients/customers</li> <li>✓ <b>Expected Behaviors (Completely Satisfactory):</b></li> <li>✓ Knows who all their customers are</li> <li>✓ Communicates at the patient/customer's level of education and experience</li> <li>✓ Demonstrates empathy for the patient/customer's situation and concerns</li> <li>✓ Acts as an advocate for the patient/customer</li> <li>✓ Maintains professional behavior consistent with role</li> <li>✓ Maintains composure under difficult conditions</li> <li>✓ Includes the patient/customer's perspective in decision making and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>✓ Direct observation, family feedback for:</li> <li>✓ Inspiring confidence by making positive comments about our system, hospital and other departments</li> <li>✓ Taking personal responsibility for making improvements</li> <li>✓ Taking pride and caring in personal appearance and behavior while on hospital property</li> <li>✓ Helping keep facilities and work area clean</li> <li>✓ Introduces self and explains role to others in person and over the phone</li> <li>✓ Smiling, making eye contact and being friendly, open and interested in people</li> <li>✓ Displaying ID badge above the waist and facing out at all times while on hospital property</li> <li>✓ Offering assistance to whom ever needs it</li> <li>✓ Providing direction by physically escorting people when possible</li> <li>✓ Focusing on the patient</li> <li>✓ Making patients and families their #1 priority</li> <li>✓ Respecting others and being courteous</li> <li>✓ Respecting others' rights to privacy and confidentiality</li> <li>✓ Praising generously and criticizing constructively</li> <li>✓ Responding Quickly: Explaining procedures and expected time frames and following through on time frames</li> <li>✓ Explaining Delays: Providing reasons for any delay in a timely fashion and following through on promises.</li> </ul>				<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>
<ul style="list-style-type: none"> <li>✓ <b>Exemplary Behaviors (Above and Beyond):</b></li> <li>✓ Demonstrates excellence in patient/customer relationships with observable examples</li> </ul>					

UH-Thompson 001798

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Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.		Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighing X eval pts = Total
<b>2) Competency:</b> <i>Initiates and maintains positive relationships with co-workers.</i>		<ul style="list-style-type: none"> <li>✓ <b>Critical Behaviors (Minimum):</b> <ul style="list-style-type: none"> <li>✓ Takes ownership of tasks and assignments</li> <li>✓ Focuses on what can be done, not what can't be done</li> <li>✓ Speaks positively of other employees; avoids negative gossip</li> </ul> </li> <li>✓ <b>Expected Behaviors (Completely Satisfactory):</b> <ul style="list-style-type: none"> <li>✓ Helps without being asked</li> <li>✓ Follows through</li> <li>✓ Shares information and knowledge</li> <li>✓ Gives feedback positively to ensure service excellence</li> <li>✓ Listens to and builds on other's ideas</li> <li>✓ Models excellence and encourages others to excel</li> </ul> </li> </ul> <b>Exemplary Behaviors (Above and Beyond):</b> <ul style="list-style-type: none"> <li>✓ Demonstrates excellence in relationships with co-workers</li> </ul>		10%	3	30
<b>3) Competency:</b> <i>Takes responsibility for self-development and supports a learning environment.</i>		<ul style="list-style-type: none"> <li>✓ <b>Critical Behaviors (Minimum):</b> <ul style="list-style-type: none"> <li>✓ Accepts feedback as an opportunity for growth</li> <li>✓ Regularly participates in informal and formal education, staff meetings or staff development activities</li> <li>✓ Applies knowledge gained from educational activities to their work</li> <li>✓ Is receptive to new ideas and improvement efforts</li> </ul> </li> <li>✓ <b>Expected Behaviors (Completely Satisfactory):</b> <ul style="list-style-type: none"> <li>✓ Is responsive to new ways of learning</li> <li>✓ Supports and accommodates teaching activities</li> <li>✓ Supports and accommodates research activities</li> </ul> </li> </ul> <b>Exemplary Behaviors (Above and Beyond):</b> <ul style="list-style-type: none"> <li>✓ Mentors others through formal or informal activities</li> <li>✓ Participation with hospital-wide committees</li> </ul>	UH-Thompson 001799	10%	2	20
		<ul style="list-style-type: none"> <li>✓ Observe positive attitude &amp; contributes to work group activities</li> <li>✓ Completes tasks according to established times each day</li> <li>✓ Observe positive outcomes</li> <li>✓ Responds in a positive, caring manner</li> <li>✓ Contributions, commendations</li> </ul>				<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting x eval pts = Total
<b>4) Competency:</b> <i>Displays commitment to the mission of the hospital and its values.</i>			10%	2	20
<p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Knows and follows hospital policies related to safety</li> <li>✓ Uses hospital resources wisely in a cost effective manner</li> <li>✓ Adheres to hospital and departmental policies for attendance</li> <li>✓ Ensures confidentiality of all hospital business</li> <li>✓ Demonstrates the organization's commitment to diversity</li> <li>✓ Uses scheduled work time productively</li> <li>✓ Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital's code of conduct</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Gets involved in hospital activities; supports the involvement of others</li> <li>✓ Participates in performance improvement and/or quality improvement initiatives</li> <li>✓ Speaks positively of the hospital to patients/customers, the public, and co-workers</li> <li>✓ Keeps their work area and equipment clean and well cared for</li> <li>✓ Supports and contributes to change initiatives</li> <li>✓ Demonstrates flexibility in response to changing responsibilities and workloads</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Develops or leads process improvement initiatives or projects</li> <li>✓ Takes an active role in hospital-wide safety concerns, departmental &amp; hospital initiatives</li> <li>✓ Gets involved in hospital/community activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attends monthly staff meetings</li> <li>✓ Wears ID badge at all times while on duty</li> <li>✓ Can verbalize where policy and safety information is located in the department</li> <li>✓ Always responds to fire drills appropriately</li> <li>✓ Consistently adheres to universal precautions for protection of the patient and the employee</li> <li>✓ Arrives at work assignment on time as scheduled, ready to begin work</li> <li>✓ Regularly participates in monthly staff meetings</li> <li>✓ Makes positive comments about our system, hospital &amp; other departments</li> <li>✓ Keeps work areas clean</li> <li>✓ Communicates problems or changes to the manager</li> </ul> <ul style="list-style-type: none"> <li>✓ Communicates suggestions &amp; assists with implementing changes to improve operations to the manager/director</li> <li>✓ Takes an active role in nutrition dept. safety activities &amp; initiatives</li> <li>✓ Volunteers to participate in internal/external activities not directly related to care responsibilities</li> </ul>				<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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

UH-Thompson 001800

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<b>5) Competency:</b> <i>Preparation of food served in hospital</i>			10%	2.20	
<b>Critical Behaviors (Minimum):</b> ✓ Uses good mature judgment ✓ Visually inspects & tastes all food products ✓ Maintain sufficient back up food for café ✓ Prepares quality food for all areas ✓ Food preparation is completed according to menu ✓ Uses standardized recipes ✓ Able to improvise and questions unclear orders	✓ Observations of outcomes ✓ Spot checks ✓ Uses standardized recipes ✓ Patient surveys ✓ Customer surveys ✓ Observation by exception ✓ Health inspections ✓ Customer surveys ✓ Observation by exception ✓ Spot checks ✓ Peer review				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Keeps kitchen area clean ✓ Food service satisfaction is average ✓ Assists in training new employees ✓ Taking personal responsibility for making improvements	✓ Observation of contribution to work group activities ✓ Customer surveys ✓ Suggestions submitted by employee ✓ Interviews with key customers ✓ Commendations				
<b>Exemplary Behaviors (Above and Beyond):</b> ✓ Food service satisfaction is above average ✓ Communicates suggestions & assists in ways to improve operations to the manager or director					

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UH-Thompson 001801



Competencies: List the major and essential competencies required for this position, include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighting X evaluation = Total
<p><b>5) Competency:</b> Oversees patient tray assembly, Café &amp; catering food service</p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Appropriately portions food for patient trays &amp; cafeteria</li> <li>✓ Makes sure tray line starts on time</li> <li>✓ Ensures trays are assembled accurately &amp; completely</li> <li>✓ Accurately places items on trays or selected menus when needed</li> <li>✓ Moves staff as needed to maintain service</li> <li>✓ Able to adjust employee production schedules when needed</li> <li>✓ Prepares food without recipes as needed for special functions</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Ensures caterings leave kitchen on time &amp; with complete supplies</li> <li>✓ Responsible for peer training</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate excellence in customer relations with observable examples</li> <li>✓ Communicates suggestions &amp; assists in ways to improve operations to the manager or director</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observation</li> <li>✓ Spot checks</li> <li>✓ Skills Check List</li> <li>✓ Rounds</li> <li>✓ Customer surveys</li> <li>✓ Patient surveys</li> <li>✓ In-service attendance</li> <li>✓ Skills Check List</li> <li>✓ Observation</li> <li>✓ Spot checks</li> <li>✓ Peer review</li> <li>✓ Interviews with key catering customers</li> <li>✓ Interviews with key café customers</li> <li>✓ Commendations</li> <li>✓ Suggestions submitted by employee</li> <li>✓ Observation of contribution to work group activities</li> </ul>		15%		

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UH-Thompson 001802



<p><b>Competencies:</b> List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.</p>	<p><b>Validation of Competency:</b> As measured by the following indicators. See attached list for example indicators. Narrative examples.</p>	<p>Learning Needs (✓)</p>	<p>% of Weighing Must equal 100%</p>	<p>Evaluation (0-3)</p>	<p>% of weighing x eval plus Total</p>
<p><b>7) Competency:</b> Supervisory operational duties</p>			35%	2	70
<p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Accurately orders food supplies using order guide(s)</li> <li>✓ Orders Food &amp; Supplies via computer ordering program</li> <li>✓ Maintains low inventories</li> <li>✓ Checks food deliveries against order invoice</li> <li>✓ Stores refrigerator/frozen items within 1 hour of delivery</li> <li>✓ Takes corrective action to address employee safety infractions</li> <li>✓ Trains employees how to safely operate and clean equipment</li> <li>✓ Food is stored properly (labeled &amp; dated)</li> <li>✓ Functions as Department Supervisor</li> <li>✓ Arranges for coverage of unscheduled absences</li> <li>✓ Completes cash count &amp; deposits for café as needed</li> <li>✓ Follows Universal Precautions/Infection Control</li> <li>✓ Uses chemicals safely/Maintains safe work area</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Creates cafeteria menus, specials and promotions</li> <li>✓ Inventories weekly/monthly and enters data in computer</li> <li>✓ Ensures stock is rotated and dead stock run out in café/caterings</li> <li>✓ Communicates order discrepancies to vendor immediately</li> <li>✓ Completes annual performance appraisals of employees</li> <li>✓ Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers</li> <li>✓ Responsible for peer training</li> <li>✓ Ensures garnishes for food items are prepared and used</li> <li>✓ Takes corrective action to improve employee work deficiencies</li> <li>✓ Functions as Charge Person for health dept. when on duty</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Communicates suggestions &amp; assists in ways to improve operations to the manager or director</li> <li>✓ Maintains cafeteria signage</li> <li>✓ Creates specials for customers upon request</li> <li>✓ Works in absence of director to for short period of time.</li> </ul>	<p>           ✓ Observation            ✓ Spot checks            ✓ Skills Check List            ✓ Rounds            ✓ In-service attendance            ✓ Skills Check List            ✓ Health Inspections            ✓ Observation by exception              ✓ Par levels            ✓ Peer review            ✓ Substitution Log            ✓ Skills Check List            ✓ Temperature logs              Visual review              ✓ Suggestions submitted by employee            ✓ Commendations            ✓ Observation of contribution to work group activities         </p>				<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

**Check Items Which Are Major Strong Points/Achievements, Asterisk Items Where Improvement Needs Exist**

<input checked="" type="checkbox"/> Personal Computer	9. <input type="checkbox"/> Proofreading	17. <input type="checkbox"/> Problem Solving	25. <input type="checkbox"/> Time Management
<input type="checkbox"/> Transcription	10. <input type="checkbox"/> Office Protocols	18. <input type="checkbox"/> Budgetary Controls	26. <input checked="" type="checkbox"/> Motivation
<input type="checkbox"/> Word Processing	11. <input type="checkbox"/> Organization	19. <input type="checkbox"/> Attendance	27. <input type="checkbox"/> Following Instructions
<input type="checkbox"/> CRT	12. <input type="checkbox"/> Goal Setting	20. <input type="checkbox"/> Staff Development	28. <input checked="" type="checkbox"/> Prioritization
<input type="checkbox"/> Telephone Skills	13. <input checked="" type="checkbox"/> Customer Service	21. <input type="checkbox"/> Writing Skills	29. <input checked="" type="checkbox"/> Flexibility/Teamwork
<input checked="" type="checkbox"/> Cooperation	14. <input type="checkbox"/> Patient Focus	22. <input checked="" type="checkbox"/> Timeliness	30. <input type="checkbox"/>
<input type="checkbox"/> Technical Excellence	15. <input checked="" type="checkbox"/> Supervisory Skills	23. <input type="checkbox"/> Innovation	31. <input type="checkbox"/>
<input type="checkbox"/> Clinical Assessment Skills	16. <input type="checkbox"/> Adherence to Policy/ Procedures	24. <input checked="" type="checkbox"/> Communication Skills	32. <input type="checkbox"/>

**Attendance and Minimum Qualifications Summary**  
(attendance and requirements within last 12 months)**Initial Employment Review**

This section must be completed for all performance appraisals.

Number of days absent \_\_\_\_\_  
 Number of tardies/early leaves \_\_\_\_\_  
 Number of occurrences absent \_\_\_\_\_  
 Attendance satisfactory? ☐ Yes ☐ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

Did annual TB testing ☐ Yes ☐ No  
 Did the Code of Conduct ☐ Yes ☐ No  
 Did licensure/certification ☐ Yes ☐ No ☐ N/A  
 Safety Education Score \_\_\_\_\_% or ☐ Pass ☐ Fail/Incomplete  
 Mandatory Training:

\_\_\_\_\_ ☐ Yes ☐ No  
 \_\_\_\_\_ ☐ Yes ☐ No

For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all duties of the job as written. Please evaluate on the applicable duties only.

Do you (supervisor) recommend this employee for regular full-time or regular part-time employment? ☐ Yes ☐ No

Number of days unscheduled absence \_\_\_\_\_  
 Number of tardies/early leaves \_\_\_\_\_  
 Number of occurrences absent \_\_\_\_\_  
 Is attendance satisfactory? ☐ Yes ☐ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

☐ CHECK IF ATTACHING A COPY OF THE EMPLOYEE'S GOALS AND/OR PERFORMANCE IMPROVEMENT PLAN

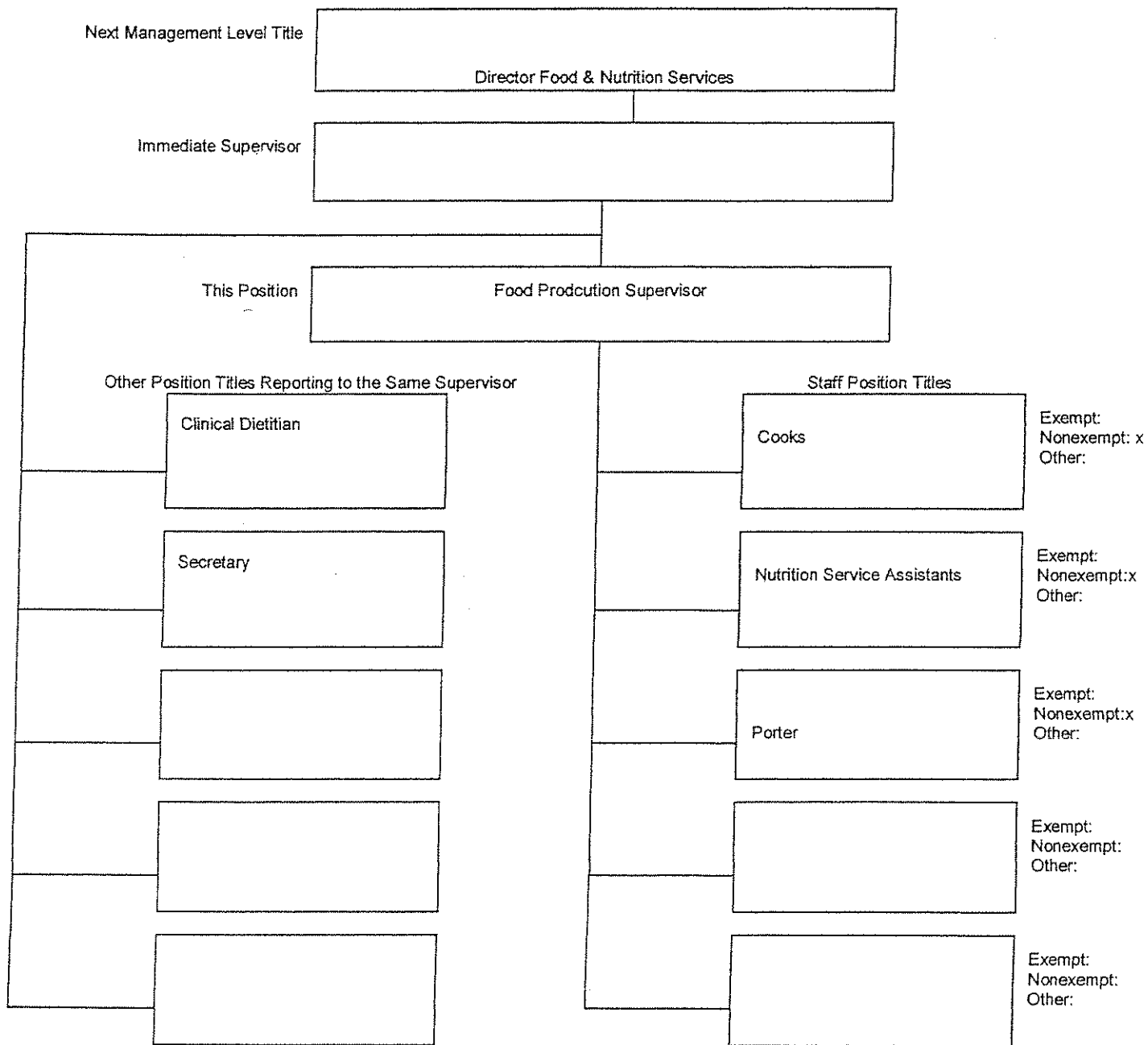
Reviewer Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Employee Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Reviewer Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

Department Head Signature \_\_\_\_\_ Date \_\_\_\_\_





**UniversityHospitals**  
**HealthSystem**  
 Richmond Heights Hospital

REC'D MAY 24 2002

**Job Description and Performance Appraisal**

Employee Name:	THOMPSON, LISA		
Social Security Number:	272-56-7457		
Type of Appraisal:	Initial	<input checked="" type="checkbox"/> Annual	Other
Performance Rating:	2.5	Date Given:	May 9, 2002

Job Title: Food Production Supervisor	Staff: n/a	Nonexempt
Department: FOOD & NUTRITION SERVICES	Responsible for an Operating Budget of: \$ N/A	Financial Impact/Dollars Influenced: \$ N/A
Reports to (title): Director of Food & Nutrition Services	Age of Patients Served: ___ to ___ N/A	
Supervisor's Approval (signature):	Date Job Description Prepared/Reviewed: October, 2000	

**Position Summary/Essential Duties:** (include percentage of time for each duty and corresponding Competency number.)

1. Demonstrates progressive leadership and effective management. (5% - comp. 5)
2. Develops staff and builds a strong team. (5% - comp. 6)
3. Preparation of food served in all areas of the hospital (15%--comp. 7)
4. Oversees patient tray assembly, café & catering food service (15%--comp. 8)
5. Completes supervisory operational duties (60%--comp. 9)

**Education/Expertise:**

AAS Degree, CDM, Culinary Certification, or the equivalent  
 In quantity foods experience. (In healthcare preferred.)

Food preparation and sanitation education/training.

**Required Credentials, Licensure or Certification (i.e. RN, RRT):**

Serve-Safe Food Sanitation Course

**Experience & Knowledge:**

Minimum of 5 years food preparation experience required. Hospital food preparation preferred

**Special Skills & Equipment Knowledge:**

- \*Strong customer service skills
- \*In depth knowledge of food preparation & food safety
- \*Ability to read, understand & modify recipes
- \*Ability to work independently with computer used for ordering food
- \*Operate kitchen equipment and train others
- \*Supervision (charge person)

**Relationships/Contacts:**

Internal (Inside UHHS) Who	Purpose	External (Outside UHHS) Who	Purpose
All departments	Service of food	Vendors/families/visitors	Ordering food Service of food

Competencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following methods and indicators.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<p>1) Competency: <i>Initiates and maintains positive relationships with patients/customers.</i></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Exemplifies the hospital service standards</li> <li>✓ Wears ID badge above the waist and facing out at all times while on hospital property</li> <li>✓ Introduces self and explains role to others in person and over the phone</li> <li>✓ Smiles, makes eye contact and appears friendly, open and interested in people</li> <li>✓ Offers assistance to whomever needs it</li> <li>✓ Provides direction by personally escorting people when possible</li> <li>✓ Respects others and is courteous</li> <li>✓ Responds Quickly: Explains procedures and expected time frames and follows through within stated time frames</li> <li>✓ Explains Delays: States reasons for any delay in a timely fashion and follows through on promises.</li> <li>✓ Inspires patient's/customer's confidence by making positive comments about our system, hospital and other departments</li> <li>✓ Shares patient's/customer's private or confidentially information only with those who have clearance to receive the information and avoids doing so in public areas</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Knows who all their customers are</li> <li>✓ Communicates at the patient/customer's level of education and experience</li> <li>✓ Shows empathy for the patient/customer's situation and concerns</li> <li>✓ Acts as an advocate for the patient/customer</li> <li>✓ Maintains professional behavior consistent with role</li> <li>✓ Maintains composure in difficult interpersonal situations</li> <li>✓ Includes the patient/customer's perspective in decision making and problem solving</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Leads and/or actively participates in customer service improvement initiatives</li> <li>✓ Suggests new methods or approaches that lead to better patient/customer relations for the department or hospital</li> <li>✓ Assists co-workers by providing feedback and suggestions to them on how to improve or build relations with patients/customers</li> </ul>	<p><b>Validation methods for critical and expected behaviors:</b></p> <ul style="list-style-type: none"> <li>Supervisor's personal observation and evaluation of patient/customer interactions during the review period</li> <li>Supervisor's annual review of anecdotal feedback received from patients, families, customers and peers.</li> <li>Supervisor's annual review of patient satisfaction/customer service survey responses that mention the incumbent, if any.</li> <li>Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to patient/customer interactions)</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>Review of meeting minutes for customer service improvement committees, to document incumbent's level of participation in the project</li> <li>Number of customer service improvement suggestions received from the incumbent during the review period</li> <li>Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the incumbent</li> </ul>	<p>(✓)</p>	10%	3	30
<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>					

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Competencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following methods and indicators.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighing X eval is = Total
<p>2) <b>Competency: Initiates and maintains positive relationships with co-workers.</b></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Takes ownership of tasks and assignments</li> <li>✓ Focuses on what can be done, not what can't be done</li> <li>✓ Speaks positively of other employees, avoids negative gossip</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Helps without being asked</li> <li>✓ Follows through</li> <li>✓ Shares information and knowledge</li> <li>✓ Gives feedback positively to ensure service excellence</li> <li>✓ Listens to and builds on other's ideas</li> <li>✓ Models excellence and encourages others to excel</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ At their own initiative, takes responsibility for providing supervision to co-workers when the supervisor is not available, with evidence of positive results</li> <li>✓ Successfully works with co-workers to resolve group issues such as interpersonal conflict and procedural issues</li> </ul> <p><i>Improve performance:</i></p> <ul style="list-style-type: none"> <li>• Investigate issues &amp; gather facts</li> <li>• Follow-up on discussion planners.</li> <li>• Take corrective action next step.</li> <li>• Give positive feedback + reward on opposite - next step in corrective ACTION</li> </ul>	<p><u>Validation methods for critical, expected and exemplary behaviors:</u></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of co-worker interactions during the review period</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to co-worker interactions)</li> <li>• Results of peer review and/or anecdotal documentation related to the incumbent's co-worker interactions</li> </ul>	<p>✓</p>	10%	2	30
					<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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3) Competency: Takes responsibility for self-development and supports a learning environment.	10%	3	,30
<p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Accepts feedback as an opportunity for growth</li> <li>✓ Regularly participates in informal and formal education, staff meetings or staff development activities</li> <li>✓ Applies knowledge gained from educational activities to their work</li> <li>✓ Is receptive to new ideas and improvement efforts</li> <li>✓ Completes departmental requirements for self-appraisal on a timely basis</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Is responsive to new ways of learning</li> <li>✓ Supports and accommodates teaching activities, including mentoring other employees at their supervisor's request</li> <li>✓ Supports and accommodates research activities</li> <li>✓ Participates in a formal and informal peer review process</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Provides coaching and mentoring to new employees at their own initiative, with evidence that new employees have benefited from their assistance</li> <li>✓ Actively participates in a professional organization that is related to their profession or work</li> <li>✓ Achieves professional certification</li> <li>✓ Attends college-level courses, with evidence of progress towards obtaining a college degree in healthcare or a related discipline</li> <li>✓ Participates in, or leads, hospital-sponsored initiatives that bring education programs to the community</li> </ul> <p><i>Attended SYSCO Food Safety in 2002</i>  <i>Attended Food News (2)</i>  <i>Attended supervisor development seminar</i>  <i>WORKSON computer SKILLS - (SAFE-INSTITUTIONS)</i></p>	<p><b>Validation methods for critical and expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of the incumbent's response to learning situations during the review period</li> <li>• Documentation of attendance at required inservices</li> <li>• Documentation of attendance at optional inservices</li> <li>• Documentation supporting that the incumbent completed their self-appraisal on time (if applicable)</li> <li>• Documentation supporting the incumbent's participation in peer review (if applicable)</li> <li>• Supervisor's personal observation and evaluation of the results of mentoring assignments completed by the incumbent during the review period</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of documentation supporting the incumbent's participation in professional organizations, attainment of professional certification, or progress towards a college-level degree</li> <li>• Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community education programs</li> </ul>	<p>BA</p> <p>BA</p>	<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighing X eval plus = Total
<p><b>4) Competency: Displays commitment to the mission of the hospital and its values.</b></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Knows and follows hospital policies related to safety</li> <li>✓ Always responds to fire drills appropriately Consistently adheres to universal precautions for protection of the patient and the employee</li> <li>✓ Arrives at work assignment on time as scheduled, ready to begin work.</li> <li>✓ Wears ID badge at all times while on duty</li> <li>✓ Can verbalize where policy and safety information is located in the department</li> <li>✓ Uses hospital resources wisely in a cost effective manner</li> <li>✓ Adheres to hospital and departmental policies for attendance</li> <li>✓ Ensures confidentiality of all hospital business</li> <li>✓ Demonstrates the organization's commitment to diversity</li> <li>✓ Uses scheduled work time productively</li> <li>✓ Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital's code of conduct</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Gets involved in hospital activities, supports the involvement of others</li> <li>✓ Participates in performance improvement and/or quality improvement initiatives</li> <li>✓ Monitors performance indicators, measuring their personal performance against department/hospital standards</li> <li>✓ Acknowledges the results of customer feedback and follows through with appropriate improvements</li> <li>✓ Speaks positively of the hospital to patients/customers, the public, and co-workers</li> <li>✓ Keeps their work area and equipment clean and well cared for</li> <li>✓ Supports and contributes to change initiatives</li> <li>✓ Demonstrates flexibility in response to changing responsibilities and workloads</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Develops or leads process/performance improvement initiatives or projects</li> <li>✓ Participates in hospital-sponsored programs that build recognition and support for the hospital in the community, such as fund-raising events or speaker's bureaus</li> </ul>	<p><b>Validation methods for critical behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to hospital policies or the Code of Conduct)</li> <li>• Results of peer review and/or anecdotal documentation related to the incumbent's support for, and adherence to, hospital policies</li> <li>• Supervisor's review of productivity reports/documentation</li> <li>• Supervisor's review of documents relating to workplace safety/accident reports involving the incumbent</li> </ul> <p><b>Validation methods for expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observations and evaluation of incumbent's workplace behaviors during the review period</li> <li>• Review of anecdotal or formal documentation showing the level of the incumbent's participation in performance improvement activities</li> <li>• Review of anecdotal or formal documentation showing the level of the incumbent's participation in hospital activities outside of the department</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of anecdotal or formal documentation showing the extent of the incumbent's participation in improvement committees</li> <li>• Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community programs</li> </ul>	<p>✓</p>	10%	2	20
					<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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<p>5) <b>Competency: Demonstrates progressive leadership and effective management.</b></p> <p><b>Critical Behaviors:</b></p> <ul style="list-style-type: none"> <li>Identifies strategic issues impacting the department and responds with appropriate actions in a timely manner</li> <li>Responds quickly and appropriately to patient/customer feedback</li> <li>Remains aware of changes in research and technology in areas of expertise</li> <li>Supports UHHS, hospital and management programs/initiatives</li> <li>Expresses support of UHHS, hospital and management initiatives when interacting with employees and patients/customers</li> <li>Holds employees accountable for complying with the Corporate Code of Conduct and reporting violations</li> </ul> <p><b>Expected Behaviors:</b></p> <ul style="list-style-type: none"> <li>Develops and drives the "vision" for their department</li> <li>Develops creative improvements to current procedures and methods of operation while preserving quality and decreasing cost</li> <li>Integrates changes in research and technology into department operations</li> <li>Demonstrates decisiveness</li> <li>Demonstrates self-motivation</li> <li>Adapts behavior and approach in anticipation of or in response to changing circumstances</li> <li>Able to influence others while respecting differing opinions</li> <li>Negotiates to attain the best outcome - scheduling</li> </ul> <p><b>Exemplary Behaviors:</b></p> <ul style="list-style-type: none"> <li>Develops and/or leads a cross-departmental performance improvement initiative that benefits the hospital</li> <li>Develops and/or leads a performance improvement initiative that benefits other UHHS hospitals</li> <li>Contributes cost saving ideas that can be applied throughout the hospital or hospital system</li> <li>Anticipates opportunities available through new research or technology and capitalizes on them, resulting in a positive impact or competitive advantage for the hospital.</li> </ul>	<p><b>Validation methods for critical behaviors:</b></p> <ul style="list-style-type: none"> <li>Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees</li> <li>Supervisor's annual review of anecdotal feedback received from patients, families, customers and hospital employees</li> <li>Supervisor's annual review of patient satisfaction/customer service survey responses that mention the incumbent's department</li> <li>Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to supervisory or leadership abilities)</li> </ul> <p><b>Validation methods for expected behaviors:</b></p> <ul style="list-style-type: none"> <li>Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees</li> <li>Supervisor's evaluation of incumbent's success at integrating new technology or research into the work group</li> <li>Supervisor's review of work area improvements made by the incumbent, evaluating actual performance against expected cost, service and quality outcomes</li> <li>Supervisor's review of time deadlines met (or unmet) on projects or work assignments</li> <li>Supervisor's review of actual department performance results versus stated goals</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>Review of meeting minutes for performance improvement committees, to document the incumbent's level of participation in the project</li> <li>Number of cost-saving suggestions received from the incumbent during the review period</li> <li>Evaluation of the impact of new research or technology initiated and applied by the incumbent to hospital operations</li> </ul>		10%	2	20
<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>					

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NOT IN SUBORDINATE PACKAGES

UH-Thompson 000204

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6) <b>Competency: Develops staff and builds a strong team.</b>			5%	3	.15
<b>Critical Behaviors:</b> <ul style="list-style-type: none"> <li>✓ Sets performance expectations and communicates the expectations to their employees</li> <li>✓ Offers employee performance feedback &amp; follows up appropriately</li> <li>✓ Documents employee counseling and corrective action discussions. <i>improvement</i></li> <li>✓ Enforces workplace policies equitably and consistently</li> <li>✓ Encourages cooperative and collaborative behaviors within the work group</li> <li>✓ Promptly informs employees when there is a change in policy, rules and/or regulations that affect them</li> <li>✓ Communicates with employees to inform them of current initiatives and activities within the hospital and the hospital system</li> <li>✓ Arranges for and monitors effectiveness of department orientation/training <i>2002</i></li> <li>✓ Shares rewards for achievements with staff</li> <li>✓ Completes annual employee performance appraisals according to policy</li> <li>✓ Conducts job interviews and makes hiring selections in a timely manner, forwarding documentation to Human Resources <i>2002</i></li> </ul>	<b>Validation methods for critical behaviors:</b> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with their employees</li> <li>• Supervisor's annual review of anecdotal feedback received from employees and Human Resources staff</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to supervisory or leadership abilities)</li> <li>• Review of actual staff turnover results versus expected results</li> <li>• Review of staff development and education records showing evidence of employee participation in orientation and training activities</li> <li>• Review of actual time needed to fill vacant positions versus expected time frame</li> <li>• Review of actual percentage of employee evaluations completed on time versus expected standard of 100%</li> </ul>				<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>
<b>Expected Behaviors:</b> <ul style="list-style-type: none"> <li>✓ Delegates assignments to individuals which extend their capabilities and assist them in learning new skills</li> <li>✓ Role-models performance feedback approaches?</li> <li>✓ Identifies staff learning needs and takes action to facilitate improvement</li> <li>✓ Develops communication methods that meet staffing and organizational needs</li> <li>✓ Discusses development opportunities with employees, including potential career paths</li> <li>✓ Maintains an "open door" policy and encourages employees to share issues, suggestions, and concerns</li> </ul> <b>Exemplary Behaviors:</b> <ul style="list-style-type: none"> <li>✓ Mentors less experienced supervisors to help them learn team building skills</li> <li>✓ Identifies cross-departmental team work issues that effect hospital productivity and initiates actions leading to improvement</li> <li>✓ Anticipates how employee skill sets will be impacted by changes coming from new technology, research or business practices and develops employees so they have the skills they need</li> </ul> <p><i>2002 DOCUMENTATION DEVELOPMENT TO CONFIRM PROGRESS, RESULTS, ACHIEVEMENTS</i></p>	<b>Validation methods for expected behaviors:</b> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with employees</li> <li>• Review of staff performance evaluations looking for evidence that learning needs have been identified and action plans developed for all employees</li> </ul>				
	<b>Validation methods for exemplary behaviors:</b> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the incumbent</li> <li>• Review of meeting minutes for team work improvement committees, to document the incumbent's level of initiation and participation</li> <li>• Review of staff performance evaluations looking for evidence that future learning needs have been identified and action plans developed to prepare employees for the impact of new research or technology</li> </ul>				

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UH-Thompson 000205

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<b>7) Competency:</b> <i>Preparation of food served in hospital</i>			100% 159g	3	48
<b><u>Critical Behaviors (Minimum):</u></b> ✓ Visually inspects & tastes all food products ✓ Maintain sufficient back up food for café ✓ Prepares quality food for all areas ✓ Food preparation is completed according to menu ✓ Uses standardized recipes ✓ Able to improvise and questions unclear orders ✓ Demonstrates ability to complete all cook positions job tasks	✓ Observations of outcomes ✓ Spot checks ✓ Uses standardized recipes ✓ Patient surveys ✓ Customer surveys ✓ Observation by exception ✓ Health inspections  ✓ Customer surveys ✓ Observation by exception ✓ Spot checks ✓ Peer review				
<b><u>Expected Behaviors (Completely Satisfactory):</u></b> ✓ Keeps kitchen area clean ✓ Food service satisfaction scores reflect good to excellent ✓ Assists in training new employees how to prepare food using recipes and production records ✓ Prepares food without recipes as needed for special functions ✓ Taking personal responsibility for making improvements	✓ Observation of contribution to work group activities ✓ Customer surveys ✓ Suggestions submitted by employee ✓ Interviews with key customers ✓ Commendations				
<b><u>Exemplary Behaviors (Above and Beyond):</u></b> ✓ Food service satisfaction scores are excellent ✓ Communicates suggestions & assists department manager on ways to improve services for employees and patients					
0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment. 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory. 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Employee's performance in this competency area can be judged completely satisfactory. 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.					

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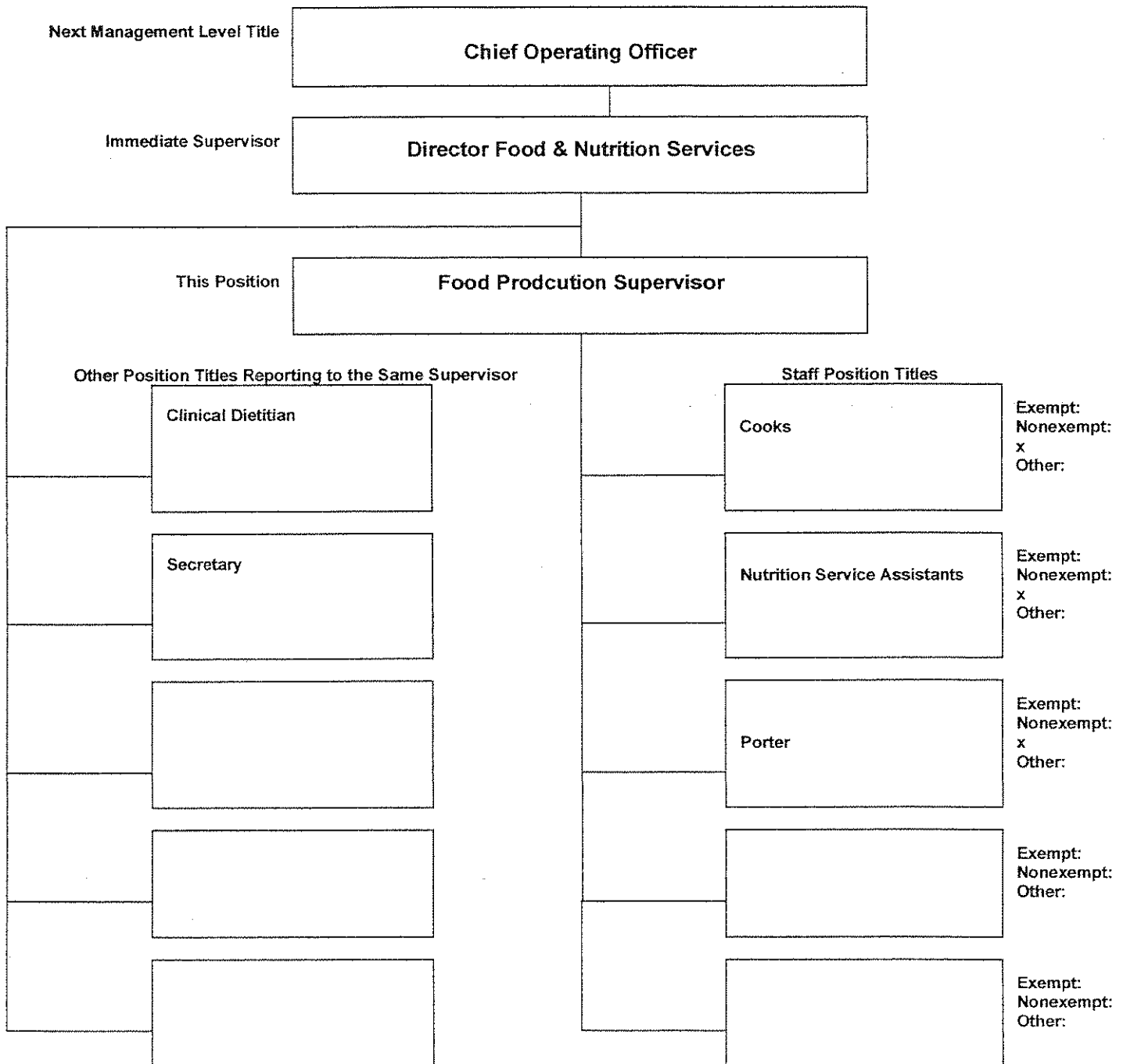
Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X evaluation = Total
<b>8) Competency:</b> <i>Oversees patient tray assembly, Café &amp; catering food service</i>			10% 5	2	10
<b>Critical Behaviors (Minimum):</b> ✓ Appropriately portions food for patient trays & cafeteria ✓ Makes sure food is ready and that <del>tray</del> line starts on time ✓ Ensures trays are assembled accurately & completely ✓ Accurately places items on trays of selected menus when needed ✓ Ensures trays are delivered to floors per delivery schedule ✓ Adjust food production schedules when needed	✓ Observation ✓ Spot checks ✓ Skills Check List ✓ Rounds ✓ Customer surveys ✓ Patient surveys ✓ In-service attendance ✓ Skills Check List  ✓ Observation ✓ Spot checks ✓ Peer review ✓ Interviews with key catering customers  ✓ Interviews with key café customers ✓ Recommendations ✓ Suggestions submitted by employee ✓ Observation of contribution to work group activities				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Exemplary category, inconsistent. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Ensures caterings leave kitchen on time & with complete supplies ✓ Moves staff as needed to maintain service ✓ Responsible for training and evaluating the work of Nutrition Service Associates  <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Demonstrate excellence in customer relations by visiting with dining room customers.					

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents may be asked to perform other duties as required.

UH-Thompson 000207

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X evaluation = Total
<b>9) Competency:</b> <b>Completes supervisory operational duties</b>			25%	2	50
<b>Critical Behaviors (Minimum):</b> ✓ Accurately inventories & orders raw food supplies <sup>WORK SHEETS</sup> ✓ Orders Food & Supplies via computer ordering program <sup>THREE YEARS</sup> ✓ Maintains low inventories. <i>Very Good</i> ✓ Maintains use of approved product and vendors ✓ Checks food deliveries against order invoice ✓ Stores refrigerator/frozen items within 15 minutes of delivery ✓ Follows Universal Precautions/Infection Control ✓ Uses chemicals safely / Maintains safe work area ✓ Trains employees how to safely operate and clean equipment ✓ Food is stored properly (labeled & dated) ✓ Functions as Department Supervisor during normal operation hours ✓ Arranges for coverage of unscheduled absences ✓ Completes cash count & deposits for café	✓ Observation ✓ Spot checks ✓ Skills Check List ✓ Rounds ✓ In-service attendance ✓ Skills Check List ✓ Health Inspections ✓ Observation by exception <i>document from 2002</i>				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Ensures stock is rotated; takes corrective action ✓ Communicates order discrepancies to vendor immediately ✓ Responsible for peer training ✓ Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers ✓ Creates garnishes for all food items served and teaches others. ✓ Functions as Charge Person in absence of Director <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Communicates suggestions & assists in ways to improve operations to the manager or director ✓ Creates specials for customers upon request ✓ Works in absence of staff to maintain services <i>5 up 6A Thrukey</i>	✓ Par levels ✓ Peer review ✓ <i>Substitution Log</i> ✓ Skills Check List ✓ Temperature logs  Visual review  ✓ Suggestions submitted by employee ✓ Commendations ✓ Observation of contribution to work group activities				

**Organizational Chart: Show how the position fits into the organization. Include staff's titles (and their staff size, if applicable) and the other position titles which report to the same supervisor.**



## Check Items Which Are Major Strong Points/Achievements, Asterisk Items Where Improvement Needs Exist

1. <input checked="" type="checkbox"/> Personal Computer	9. <input checked="" type="checkbox"/> Proofreading	17. <input type="checkbox"/> Problem Solving	25. <input checked="" type="checkbox"/> Time Management
2. <input type="checkbox"/> Transcription	10. <input checked="" type="checkbox"/> Office Protocols <i>Sch. Docs.</i>	18. <input type="checkbox"/> Budgetary Controls	26. <input type="checkbox"/> Motivation
3. <input type="checkbox"/> Word Processing	11. <input type="checkbox"/> Organization	19. <input type="checkbox"/> Attendance	27. <input type="checkbox"/> Following Instructions
4. <input type="checkbox"/> CRT	12. <input type="checkbox"/> Goal Setting	20. <input checked="" type="checkbox"/> Staff Development	28. <input type="checkbox"/> Prioritization
5. <input type="checkbox"/> Telephone Skills	13. <input checked="" type="checkbox"/> Customer Service	21. <input checked="" type="checkbox"/> Writing Skills <i>WORO</i>	29. <input type="checkbox"/> Flexibility/Teamwork
6. <input type="checkbox"/> Cooperation	14. <input checked="" type="checkbox"/> Patient Focus	22. <input checked="" type="checkbox"/> Timeliness	30. <input type="checkbox"/>
7. <input type="checkbox"/> Technical Excellence	15. <input checked="" type="checkbox"/> Supervisory Skills	23. <input type="checkbox"/> Innovation	31. <input type="checkbox"/>
8. <input type="checkbox"/> Clinical Assessment Skills	16. <input type="checkbox"/> Adherence to Policy/Procedures	24. <input type="checkbox"/> Communication Skills	

Attendance and Minimum Qualifications Summary  
(Report attendance and requirements for last 12 months)

This section must be completed for all performance appraisals.

Number of days absent *occurrences* 3  
 Number of tardies/early leaves n/a  
 Number of occurrences absent 2  
 Is attendance satisfactory? ☒ Yes ☐ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

Completed annual TB testing ☒ Yes ☐ No  
 Adhered to the Code of Conduct ☒ Yes ☐ No  
 Maintained licensure/certification ☐ Yes ☐ No ☒ N/A  
 Annual Safety Education Score 100% or ☒ Pass ☐ Fail/Incomplete

Other Mandatory Training:  
*Food Shows* ☒ Yes ☐ No  
*Seminars* ☒ Yes ☐ No

## Initial Employment Review

For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all duties of the job as written. Please evaluate on the applicable duties only.

Do you (supervisor) recommend this employee for regular full-time or regular part-time employment? ☐ Yes ☐ No

Number of days unscheduled absence         
 Number of tardies/early leaves         
 Number of occurrences absent         
 Is attendance satisfactory? ☐ Yes ☐ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

☒ CHECK IF ATTACHING A COPY OF THE EMPLOYEE'S GOALS AND/OR PERFORMANCE IMPROVEMENT PLAN

Reviewer Comments: *Lisa has been instrumental in our department's success. I look to her for continued support and want to be part of her development in food service production supervision*

Employee Comments:       

Employee Signature *Lisa Thompson* Date *May 20, 2002*

Reviewer Signature/Title *P. Rothermel* *Nutrition Serv. Director* Date *March 20, 2002*

Department Head Signature *[Signature]* Date *5/23/02*

**UniversityHospitals**  
**HealthSystem**  
 Richmond Heights Hospital

REC'D MAY 15 2003

**Job Description and Performance Appraisal**

Employee Name: Alcather (Lisa) D. Thompson

Social Security Number: 272-567457

Type of Appraisal: Initial ☒ Annual ☐ Other ☐

Performance Rating: 2.85 Date Given: 5-13-03

Job Title: <b>Food Production Supervisor</b>	Staff: n/a	Nonexempt		
Department: <b>FOOD &amp; NUTRITION SERVICES</b>	Responsible for an Operating Budget of: \$ N/A	Financial Impact/Dollars Influenced: \$ N/A		
Reports to (title): <b>Director of Food &amp; Nutrition Services</b>	Age of Patients Served: ___ to ___ N/A			
Supervisor's Approval (signature):	Date Job Description Prepared/Reviewed: <b>October, 2000</b>			
<b>Position Summary/Essential Duties:</b> (include percentage of time for each duty and corresponding Competency number.) <ol style="list-style-type: none"> <li>1. Demonstrates progressive leadership and effective management. (5% - comp. 5)</li> <li>2. Develops staff and builds a strong team. (5% - comp. 6)</li> <li>3. Preparation of food served in all areas of the hospital (15%--comp. 7)</li> <li>4. Oversees patient tray assembly, café &amp; catering food service (15%--comp. 8)</li> <li>5. Completes supervisory operational duties (60%--comp. 9)</li> </ol>				
<table border="1"> <tr> <td> <b>Education/Expertise:</b>            AAS Degree, CDM, Culinary Certification, or the equivalent in quantity foods experience. (In healthcare preferred.)             Food preparation and sanitation education/training.   <b>Required Credentials, Licensure or Certification (i.e. RN, RRT):</b>            Serve-Safe Food Sanitation Course         </td> <td> <b>Experience &amp; Knowledge:</b>            Minimum of 5 years food preparation experience required. Hospital food preparation preferred   <b>Special Skills &amp; Equipment Knowledge:</b>            *Strong customer service skills            *In depth knowledge of food preparation &amp; food safety            *Ability to read, understand &amp; modify recipes            *Ability to work independently with computer used for ordering food            *Operate kitchen equipment and train others            *Supervision (charge person)         </td> </tr> </table>			<b>Education/Expertise:</b> AAS Degree, CDM, Culinary Certification, or the equivalent in quantity foods experience. (In healthcare preferred.)  Food preparation and sanitation education/training.  <b>Required Credentials, Licensure or Certification (i.e. RN, RRT):</b> Serve-Safe Food Sanitation Course	<b>Experience &amp; Knowledge:</b> Minimum of 5 years food preparation experience required. Hospital food preparation preferred  <b>Special Skills &amp; Equipment Knowledge:</b> *Strong customer service skills *In depth knowledge of food preparation & food safety *Ability to read, understand & modify recipes *Ability to work independently with computer used for ordering food *Operate kitchen equipment and train others *Supervision (charge person)
<b>Education/Expertise:</b> AAS Degree, CDM, Culinary Certification, or the equivalent in quantity foods experience. (In healthcare preferred.)  Food preparation and sanitation education/training.  <b>Required Credentials, Licensure or Certification (i.e. RN, RRT):</b> Serve-Safe Food Sanitation Course	<b>Experience &amp; Knowledge:</b> Minimum of 5 years food preparation experience required. Hospital food preparation preferred  <b>Special Skills &amp; Equipment Knowledge:</b> *Strong customer service skills *In depth knowledge of food preparation & food safety *Ability to read, understand & modify recipes *Ability to work independently with computer used for ordering food *Operate kitchen equipment and train others *Supervision (charge person)			

**Relationships/Contacts:**

Internal (Inside UHHS) Who	Purpose	External (Outside UHHS) Who	Purpose
All depatments	Service of food	Vendors/families/visitors	Ordering food Service of food



Competencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following methods and indicators.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<p><b>1) Competency: Initiates and maintains positive relationships with patients/customers.</b></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Exemplifies the hospital service standards</li> <li>✓ Wears ID badge above the waist and facing out at all times while on hospital property</li> <li>✓ Introduces self and explains role to others in person and over the phone</li> <li>✓ Smiles, makes eye contact and appears friendly, open and interested in people</li> <li>✓ Offers assistance to whomever needs it</li> <li>✓ Provides direction by personally escorting people when possible</li> <li>✓ Respects others and is courteous</li> <li>✓ Responds Quickly: Explains procedures and expected time frames and follows through within stated time frames</li> <li>✓ Explains Delays: States reasons for any delay in a timely fashion and follows through on promises.</li> <li>✓ Inspires patient's/customer's confidence by making positive comments about our system, hospital and other departments</li> <li>✓ Shares patient's/customer's private or confidentially information only with those who have clearance to receive the information and avoids doing so in public areas</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Knows who all their customers are</li> <li>✓ Communicates at the patient/customer's level of education and experience</li> <li>✓ Shows empathy for the patient/customer's situation and concerns</li> <li>✓ Acts as an advocate for the patient/customer</li> <li>✓ Maintains professional behavior consistent with role</li> <li>✓ Maintains composure in difficult interpersonal situations</li> <li>✓ Includes the patient/customer's perspective in decision making and problem solving</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Leads and/or actively participates in customer service improvement initiatives</li> <li>✓ Suggests new methods or approaches that lead to better patient/customer relations for the department or hospital</li> <li>✓ Assists co-workers by providing feedback and suggestions to them on how to improve or build relations with patients/customers</li> </ul>	<p><b>Validation methods for critical and expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of patient/customer interactions during the review period</li> <li>• Supervisor's annual review of anecdotal feedback received from patients, families, customers and peers</li> <li>• Supervisor's annual review of patient satisfaction/customer service survey responses that mention the incumbent, if any.</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to patient/customer interactions)</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of meeting minutes for customer service improvement committees; to document incumbent's level of participation in the project</li> <li>• Number of customer service improvement suggestions received from the incumbent during the review period</li> <li>• Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the incumbent</li> </ul>		10%	2	1.7
					<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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<p><b>2) Competency: <i>Initiates and maintains positive relationships with co-workers.</i></b></p> <p><b><u>Critical Behaviors (Minimum):</u></b></p> <ul style="list-style-type: none"> <li>✓ Takes ownership of tasks and assignments</li> <li>✓ Focuses on what can be done, not what can't be done</li> <li>✓ Speaks positively of other employees, avoids negative gossip</li> </ul> <p><b><u>Expected Behaviors (Completely Satisfactory):</u></b></p> <ul style="list-style-type: none"> <li>✓ Helps without being asked</li> <li>✓ Follows through</li> <li>✓ Shares information and knowledge</li> <li>✓ Gives feedback positively to ensure service excellence</li> <li>✓ Listens to and builds on other's ideas</li> <li>✓ Models excellence and encourages others to excel</li> </ul> <p><b><u>Exemplary Behaviors (Above and Beyond):</u></b></p> <ul style="list-style-type: none"> <li>✓ At their own initiative, takes responsibility for providing supervision to co-workers when the supervisor is not available, with evidence of positive results</li> <li>✓ Successfully works with co-workers to resolve group issues such as interpersonal conflict and procedural issues</li> </ul>	<p><b><u>Validation methods for critical, expected and exemplary behaviors:</u></b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of co-worker interactions during the review period</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to co-worker interactions)</li> <li>• Results of peer review and/or anecdotal documentation related to the incumbent's co-worker interactions</li> </ul>	(✓)	10%	3	30
<p><b>0 =</b> Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p><b>1 =</b> Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p><b>2 =</b> Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p><b>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</b></p>					

<p>3) Competency: Takes responsibility for self-development and supports a learning environment.</p>	<p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Accepts feedback as an opportunity for growth</li> <li>✓ Regularly participates in informal and formal education, staff meetings or staff development activities</li> <li>✓ Applies knowledge gained from educational activities to their work</li> <li>✓ Is receptive to new ideas and improvement efforts</li> <li>✓ Completes departmental requirements for self-appraisal on a timely basis</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Is responsive to new ways of learning</li> <li>✓ Supports and accommodates teaching activities, including mentoring other employees at their supervisor's request</li> <li>✓ Supports and accommodates research activities</li> <li>✓ Participates in a formal and informal peer review process</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Provides coaching and mentoring to new employees at their own initiative, with evidence that new employees have benefited from their assistance</li> <li>✓ Actively participates in a professional organization that is related to their profession or work</li> <li>✓ Achieves professional certification</li> <li>✓ Attends college-level courses, with evidence of progress towards obtaining a college degree in healthcare or a related discipline</li> <li>✓ Participates in, or leads, hospital-sponsored initiatives that bring education programs to the community</li> </ul> <p><i>self directed computer training</i></p>	<p><b>Validation methods for critical and expected behaviors</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of the incumbent's response to learning situations during the review period</li> <li>• Documentation of attendance at required inservices</li> <li>• Documentation of attendance at optional inservices</li> <li>• Documentation supporting that the incumbent completed their self-appraisal on time (if applicable)</li> <li>• Documentation supporting the incumbent's participation in peer review (if applicable)</li> <li>• Supervisor's personal observation and evaluation of the results of mentoring assignments completed by the incumbent during the review period</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of documentation supporting the incumbent's participation in professional organizations, attainment of professional certification, or progress towards a college-level degree</li> <li>• Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community education programs</li> </ul>	<p>10%</p> <p>3</p> <p>30</p> <p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>
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<p><b>4) Competency: Displays commitment to the mission of the hospital and its values.</b></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Knows and follows hospital policies related to safety</li> <li>✓ Always responds to fire drills appropriately</li> <li>✓ Consistently adheres to universal precautions for protection of the patient and the employee</li> <li>✓ Arrives at work assignment on time as scheduled</li> <li>✓ ready to begin work</li> <li>✓ Wears ID badge at all times</li> <li>✓ while on duty</li> <li>✓ Can verbalize where policy and safety information is located in the department</li> <li>✓ Uses hospital resources wisely in a cost effective manner</li> <li>✓ Adheres to hospital and departmental policies for attendance</li> <li>✓ Ensures confidentiality of all hospital business</li> <li>✓ Demonstrates the organization's commitment to diversity</li> <li>✓ Uses scheduled work time productively</li> <li>✓ Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital's code of conduct</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Gets involved in hospital activities, supports the involvement of others</li> <li>✓ Participates in performance improvement and/or quality improvement initiatives</li> <li>✓ Monitors performance indicators, measuring their personal performance against department/hospital standards</li> <li>✓ Acknowledges the results of customer feedback and follows through with appropriate improvements</li> <li>✓ Speaks positively of the hospital to patients/customers, the public, and co-workers</li> <li>✓ Keeps their work area and equipment clean and well cared for</li> <li>✓ Supports and contributes to change initiatives</li> <li>✓ Demonstrates flexibility in response to changing responsibilities and workloads</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Develops or leads process/performance improvement initiatives or projects</li> <li>✓ Participates in hospital-sponsored programs that build recognition and support for the hospital in the community, such as fund-raising events or speaker's bureaus</li> </ul> <p><i>Handwritten notes: 1. work hours → own effort satisfied 2. X3</i></p>	<p><b>Validation methods for critical behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to hospital policies or the Code of Conduct)</li> <li>• Results of peer review and/or anecdotal documentation related to the incumbent's support for, and adherence to, hospital policies</li> <li>• Supervisor's review of productivity reports/documentation</li> <li>• Supervisor's review of documents relating to workplace safety/accident reports involving the incumbent</li> </ul> <p><b>Validation methods for expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observations and evaluation of incumbent's workplace behaviors during the review period</li> <li>• Review of anecdotal or formal documentation showing the level of the incumbent's participation in performance improvement activities</li> <li>• Review of anecdotal or formal documentation showing the level of the incumbent's participation in hospital activities outside of the department</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of anecdotal or formal documentation showing the extent of the incumbent's participation in improvement committees</li> <li>• Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community programs</li> </ul>	(✓)	10%	3	130
<p><b>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</b></p> <p><b>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</b></p> <p><b>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</b></p> <p><b>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</b></p>					

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<p><b>5) Competency: Demonstrates progressive leadership and effective management.</b></p> <p><b>Critical Behaviors:</b></p> <ul style="list-style-type: none"> <li>Identifies strategic issues impacting the department and responds with appropriate actions in a timely manner</li> <li>Responds quickly and appropriately to patient/customer feedback</li> <li>Remains aware of changes in research and technology in areas of expertise</li> <li>Supports UHHS, hospital and management programs/initiatives</li> <li>Expresses support of UHHS, hospital and management initiatives when interacting with employees and patients/customers</li> <li>Holds employees accountable for complying with the Corporate Code of Conduct and reporting violations</li> </ul> <p><b>Expected Behaviors:</b></p> <ul style="list-style-type: none"> <li>Develops and drives the "vision" for their department</li> <li>Develops creative improvements to current procedures and methods of operation while preserving quality and decreasing cost</li> <li>Integrates changes in research and technology into department operations</li> <li>Demonstrates decisiveness</li> <li>Demonstrates self-motivation</li> <li>Adapts behavior and approach in anticipation of or in response to changing circumstances</li> <li>Able to influence others while respecting differing opinions</li> <li>Negotiates to attain the best outcome</li> </ul> <p><b>Exemplary Behaviors:</b></p> <ul style="list-style-type: none"> <li>Develops and/or leads a cross-departmental performance improvement initiative that benefits the hospital</li> <li>Develops and/or leads a performance improvement initiative that benefits other UHHS hospitals</li> <li>Contributes cost saving ideas that can be applied throughout the hospital or hospital system</li> <li>Anticipates opportunities available through new research or technology and capitalizes on them, resulting in a positive impact or competitive advantage for the hospital.</li> </ul>	<p><b>Validation methods for critical behaviors:</b></p> <ul style="list-style-type: none"> <li>Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees</li> <li>Supervisor's annual review of anecdotal feedback received from patients, families, customers and hospital employees</li> <li>Supervisor's annual review of patient satisfaction/customer service survey responses that mention the incumbent's department</li> <li>Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to supervisory or leadership abilities)</li> </ul> <p><b>Validation methods for expected behaviors:</b></p> <ul style="list-style-type: none"> <li>Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees</li> <li>Supervisor's evaluation of incumbent's success at integrating new technology or research into the work group</li> <li>Supervisor's review of work area improvements made by the incumbent, evaluating actual performance against expected cost, service and quality outcomes</li> <li>Supervisor's review of time deadlines met (or unmet) on projects or work assignments</li> <li>Supervisor's review of actual department performance results versus stated goals</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>Review of meeting minutes for performance improvement committees, to document the incumbent's level of participation in the project</li> <li>Number of cost-saving suggestions received from the incumbent during the review period</li> <li>Evaluation of the impact of new research or technology initiated and applied by the incumbent to hospital operations</li> </ul>		10%	2	20
					<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

UH-Thompson 000096



Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<p><b>6) Competency: Develops staff and builds a strong team.</b></p> <p><b>Critical Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ Sets performance expectations and communicates the expectations to their employees</li> <li>✓ Offers employee performance feedback &amp; follows up appropriately</li> <li>✓ Documents employee counseling and corrective action discussions</li> <li>✓ Enforces workplace policies equitably and consistently</li> <li>✓ Encourages cooperative and collaborative behaviors within the work group</li> <li>✓ Promptly informs employees when there is a change in policy, rules and/or regulations that affect them</li> <li>✓ Communicates with employees to inform them of current initiatives and activities within the hospital and the hospital system</li> <li>✓ Arranges for and monitors effectiveness of department orientation/training</li> <li>✓ Shares rewards for achievements with staff</li> <li>✓ Completes annual employee performance appraisals according to policy</li> <li>✓ Conducts job interviews and makes hiring selections in a timely manner, forwarding documentation to Human Resources</li> </ul> <p><b>Expected Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ Delegates assignments to individuals which extend their capabilities and assist them in learning new skills</li> <li>✓ Role-models performance feedback approaches</li> <li>✓ Identifies staff learning needs and takes action to facilitate improvement</li> <li>✓ Develops communication methods that meet staffing and organizational needs</li> <li>✓ Discusses development opportunities with employees, including potential career paths</li> <li>✓ Maintains an "open door" policy and encourages employees to share issues, suggestions, and concerns</li> </ul> <p><b>Exemplary Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ Mentors less experienced supervisors to help them learn team building skills</li> <li>✓ Identifies cross-departmental team work issues that effect hospital productivity and initiates actions leading to improvement</li> <li>✓ Anticipates how employee skill sets will be impacted by changes coming from new technology, research or business practices and develops employees so they have the skills they need</li> </ul>	<p><b>Validation methods for critical behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with their employees</li> <li>• Supervisor's annual review of anecdotal feedback received from employees and Human Resources staff</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to supervisory or leadership abilities)</li> <li>• Review of actual staff turnover results versus expected results</li> <li>• Review of staff development and education records showing evidence of employee participation in orientation and training activities</li> <li>• Review of actual time needed to fill vacant positions versus expected time frame</li> <li>• Review of actual percentage of employee evaluations completed on time versus expected standard of 100%</li> </ul> <p><b>Validation methods for expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with employees</li> <li>• Review of staff performance evaluations looking for evidence that learning needs have been identified and action plans developed for all employees</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the incumbent</li> <li>• Review of meeting minutes for team work improvement committees, to document the incumbent's level of initiation and participation</li> <li>• Review of staff performance evaluations looking for evidence that future learning needs have been identified and action plans developed to prepare employees for the impact of new research or technology</li> </ul>		5%	2	1
<p><b>0 =</b> Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p><b>1 =</b> Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p><b>2 =</b> Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p><b>3 =</b> Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>					

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UH-Thompson 000097

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<b>7) Competency:</b> <i>Preparation of food served in hospital</i>			10%	2	30
<b>Critical Behaviors (Minimum):</b> ✓ Visually inspects & tastes all food products ✓ Maintain sufficient back up food for cafe ✓ Prepares quality food for all areas ✓ Food preparation is completed according to menu ✓ Uses standardized recipes ✓ Able to improvise and questions unclear orders ✓ Demonstrates ability to complete all cook positions job tasks	✓ Observations of outcomes ✓ Spot checks ✓ Uses standardized recipes ✓ Patient surveys ✓ Customer surveys ✓ Observation by exception ✓ Health inspections				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Keeps kitchen area clean ✓ Food service satisfaction scores reflect good to excellent ✓ Assists in training new employees how to prepare food using recipes and production records ✓ Prepares food without recipes as needed for special functions ✓ Taking personal responsibility for making improvements	✓ Customer surveys ✓ Observation by exception ✓ Spot checks ✓ Peer review				
<b>Exemplary Behaviors (Above and Beyond):</b> ✓ Food service satisfaction scores are excellent ✓ Communicates suggestions & assists department manager on ways to improve services for employees and patients	✓ Observation of contribution to work group activities ✓ Customer surveys ✓ Suggestions submitted by employee ✓ Interviews with key customers ✓ Commendations				

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UH-Thompson 000098

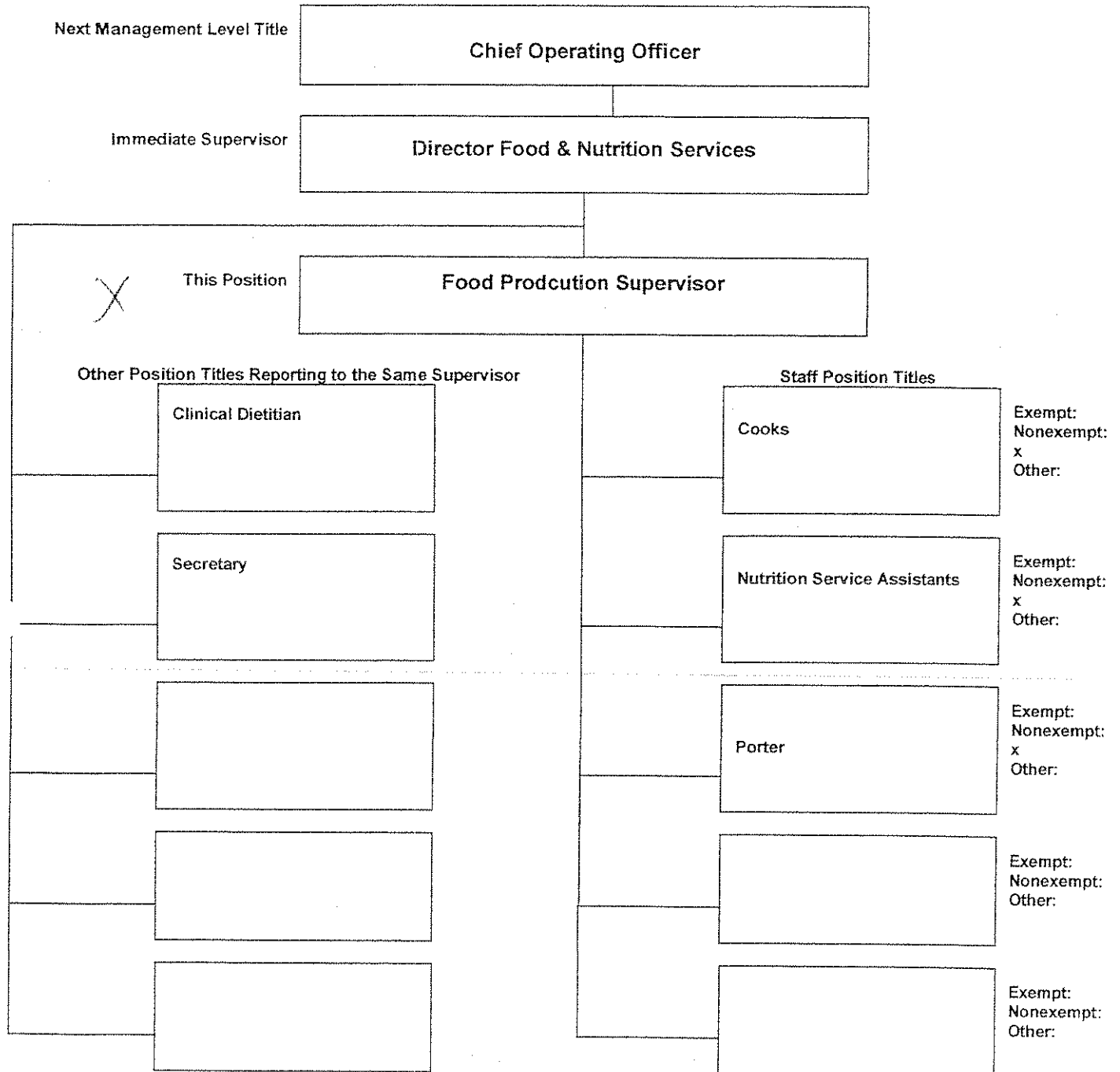
Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<b>Competency:</b> <i>Oversees patient tray assembly, Café &amp; catering food service</i>			10%	3	30
<b>Critical Behaviors (Minimum):</b> Appropriately portions food for patient trays & cafeteria Makes sure food is ready and that trayline starts on time Ensures trays are assembled accurately & completely Accurately places items on trays of selected menus when needed Ensures trays are delivered to floors per delivery schedule Adjust food production schedules when needed	✓ Observation ✓ Spot checks ✓ Skills Check List ✓ Rounds ✓ Customer surveys ✓ Patient surveys ✓ In-service attendance ✓ Skills Check List  ✓ Observation ✓ Spot checks ✓ Peer review ✓ Interviews with key catering customers  ✓ Interviews with key café customers ✓ Commendations ✓ Suggestions submitted by employee ✓ Observation of contribution to work group activities				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> Ensures caterings leave kitchen on time & with complete supplies Moves staff as needed to maintain service Responsible for training and evaluating the work of Nutrition Service Associates  <b>Exemplary Behaviors (Above and Beyond):</b> Demonstrate excellence in customer relations by visiting with dining room customers.					

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<b>9) Competency:</b> <b>Completes supervisory operational duties</b>			25%	3	75
<b>Critical Behaviors (Minimum):</b> ✓ Accurately inventories & orders raw food supplies ✓ Orders Food & Supplies via computer ordering program ✓ Maintains low inventories. ✓ Maintains use of approved product and vendors ✓ Checks food deliveries against order invoice ✓ Stores refrigerator/frozen items within 15 minutes of delivery ✓ Follows Universal Precautions/Infection Control ✓ Uses chemicals safely / Maintains safe work area ✓ Trains employees how to safely operate and clean equipment ✓ Food is stored properly (labeled & dated) ✓ Functions as Department Supervisor during normal operation hours ✓ Arranges for coverage of unscheduled absences ✓ Completes cash count & deposits for café	✓ Observation ✓ Spot checks ✓ Skills Check List ✓ Rounds ✓ In-service attendance ✓ Skills Check List ✓ Health Inspections ✓ Observation by exception				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Ensures stock is rotated; takes corrective action ✓ Communicates order discrepancies to vendor immediately ✓ Responsible for peer training ✓ Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers ✓ Creates garnishes for all food items served and teaches others. ✓ Functions as Charge Person in absence of Director <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Communicates suggestions & assists in ways to improve operations to the manager or director ✓ Creates specials for customers upon request ✓ Works in absence of staff to maintain services	✓ Par levels ✓ Peer review ✓ Substitution Log ✓ Skills Check List ✓ Temperature logs  Visual review  ✓ Suggestions submitted by employee ✓ Commendations ✓ Observation of contribution to work group activities				

**Organizational Chart:** Show how the position fits into the organization. Include staff's titles (and their staff size, if applicable) and the other position titles which report to the same supervisor.





**Employee Development/Education Plan:** (A specific action plan is required for each competency rated as a '0' or '1'. In addition, an action plan is required when the total rating score is below 1.5. Plans may be included for an employee's professional/career development. Plan may be attached on a separate sheet.)

Reviewer Comments:

*He has excelled in all areas of performance beyond expectations while maintaining a high standard to all our customers. He has excelled in customer, software programs and with employee scheduling.*

Employee Comments:

Employee Signature

*Lisa Thompson*

Date

Reviewer Signature/Title

Date

Department Head Signature

Date

**UniversityHospitals**  
**HealthSystem**  
**Richmond Heights Hospital**

**Job Description and Performance Appraisal**

Employee Name:	Lisa Thompson		
Social Security Number:			
Type of Appraisal:	Initial	<input checked="" type="checkbox"/> Annual	Other
Performance Rating:	2.1	Date Given:	March 4, 2004

Job Title: <b>Food Production Supervisor</b>	Staff: n/a	Nonexempt
Department: FOOD & NUTRITION SERVICES	Responsible for an Operating Budget of: \$ N/A	Financial Impact/Dollars Influenced: \$ N/A
Reports to (title): Director of Food & Nutrition Services	Age of Patients Served: ___ to ___ N/A	
Supervisor's Approval (signature):	Date Job Description Prepared/Reviewed: October, 2000	
<u>Position Summary/Essential Duties:</u> (include percentage of time for each duty and corresponding Competency number.) 1. Preparation of food served in all areas of the hospital (15%—comp.5) 2. Oversees patient tray assembly, café & catering food service (20%—comp.6) 3. Supervisory operational duties (65%—comp.7)		
<u>Education/Expertise:</u> AAS Degree, CDM, Culinary Certification, or the equivalent In quantity foods experience. (In healthcare preferred.)  Food preparation and sanitation education/training.  <u>Required Credentials, Licensure or Certification (i.e. RN, RRT):</u> Serve-Safe Food Sanitation Course	<u>Experience &amp; Knowledge:</u> Minimum of 5 years food preparation experience required. Hospital food preparation preferred  <u>Special Skills &amp; Equipment Knowledge:</u> *Strong customer service skills *In depth knowledge of food preparation & food safety *Ability to read, understand & modify recipes *Ability to work independently with computer used for ordering food *Operate kitchen equipment and train others *Supervision (charge person)	

**Job Relationships/Contacts:**

Internal (Inside UHHS) Who	Purpose	External (Outside UHHS) Who	Purpose
All departments	Service of food	Vendors/families/visitors	Ordering food Service of food

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pls = Total
<b>1) Competency:</b> <i>Initiates and maintains positive relationships with patients/customers.</i>			10%	2	120
<ul style="list-style-type: none"><li>✓ <b>Critical Behaviors (Minimum):</b></li><li>✓ Exemplifies the UHHS Richmond Heights Hospital Service Standards <i>area within the chart at 2003</i></li><li>✓ Takes pride in working at UHHS Richmond Heights Hospital</li><li>✓ Makes People feel welcome</li><li>✓ Shows people they are important</li><li>✓ Ensures privacy and confidentiality for their patients/customers</li><li>✓ <b>Expected Behaviors (Completely Satisfactory):</b></li><li>✓ Knows who all their customers are</li><li>✓ Communicates at the patient/customer's level of education and experience</li><li>✓ Demonstrates empathy for the patient/customer's situation and concerns</li><li>✓ Acts as an advocate for the patient/customer</li><li>✓ Maintains professional behavior consistent with role</li><li>✓ Maintains composure under difficult conditions</li><li>✓ Includes the patient/customer's perspective in decision making and problem solving</li><li>✓ <b>Exemplary Behaviors (Above and Beyond):</b></li><li>✓ Demonstrates excellence in patient/customer relationships with observable examples <i>LUNEN &amp; LEAN XZ</i> <i>NURSING WORK 2003</i> <i>some effort w/ diff. staff</i></li></ul>	<ul style="list-style-type: none"><li>✓ Direct observation, family feedback for:</li><li>✓ Inspiring confidence by making positive comments about our system, hospital and other departments</li><li>✓ Taking personal responsibility for making improvements</li><li>✓ Taking pride and care in personal appearance and behavior while on hospital property</li><li>✓ Helping keep facilities and work area clean</li><li>✓ Introduces self and explains role to others in person and over the phone</li><li>✓ Smiling, making eye contact and being friendly, open and interested in people</li><li>✓ Displaying ID badge above the waist and facing out at all times while on hospital property</li><li>✓ Offering assistance to whomever needs it</li><li>✓ Providing direction by physically escorting people when possible</li><li>✓ Focusing on the patient</li><li>✓ Making patients and families their #1 priority</li><li>✓ Respecting others and being courteous</li><li>✓ Respecting others' rights to privacy and confidentiality</li><li>✓ Praising generously and criticizing constructively</li><li>✓ Responding Quickly: Explaining procedures and expected time frames and following through on time frames</li><li>✓ Explaining Delays: Providing reasons for any delay in a timely fashion and following through on promises.</li></ul>	<p>2</p> <p>3</p> <p>1</p> <p>3</p> <p>4 &amp; 3</p>	<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>		

TH-Thompson 001754

UH-Thompson 001754

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<b>2) Competency:</b> <i>Initiates and maintains positive relationships with co-workers.</i>			10%	2	20
<ul style="list-style-type: none"> <li>✓ <b>Critical Behaviors (Minimum):</b></li> <li>✓ Takes ownership of tasks and assignments</li> <li>✓ Focuses on what can be done, not what can't be done</li> <li>✓ Speaks positively of other employees, avoids negative gossip</li> <li>✓ <b>Expected Behaviors (Completely Satisfactory):</b></li> <li>✓ Helps without being asked</li> <li>✓ Follows through</li> <li>✓ Shares information and knowledge</li> <li>✓ Gives feedback positively to ensure service excellence</li> <li>✓ Listens to and builds on other's ideas</li> <li>✓ Models excellence and encourages others to excel</li> <li>✓ <b>Exemplary Behaviors (Above and Beyond):</b></li> <li>✓ Demonstrates excellence in relationships with co-workers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observe positive attitude &amp; contributes to work group activities</li> <li>✓ Completes tasks according to established times each day</li> <li>✓ Observe positive outcomes</li> <li>✓ Responds in a positive, caring manner</li> <li>✓ Contributions, commendations</li> </ul>		10%	2	20
<b>3) Competency:</b> <i>Takes responsibility for self-development and supports a learning environment.</i>			10%	2	20
<ul style="list-style-type: none"> <li>✓ <b>Critical Behaviors (Minimum):</b></li> <li>✓ Accepts feedback as an opportunity for growth</li> <li>✓ Regularly participates in informal and formal education, staff meetings or staff development activities</li> <li>✓ Applies knowledge gained from educational activities to their work</li> <li>✓ Is receptive to new ideas and improvement efforts</li> <li>✓ <b>Expected Behaviors (Completely Satisfactory):</b></li> <li>✓ Is responsive to new ways of learning</li> <li>✓ Supports and accommodates teaching activities</li> <li>✓ Supports and accommodates research activities</li> <li>✓ <b>Exemplary Behaviors (Above and Beyond):</b></li> <li>✓ Mentors others through formal or informal activities</li> <li>✓ Participation with hospital-wide committees</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meets the yearly educational requirements required by position</li> <li>✓ Attends in-services</li> <li>✓ Completes 100% Safety Fair or minimum of 85% on Safety Test annually</li> <li>✓ Observation</li> <li>✓ Customer surveys</li> <li>✓ Peer training</li> <li>✓ Sets goal for own areas for self-development—self-evaluation</li> <li>✓ Participates in hospital-wide committee</li> </ul>		10%	2	20
			10%	2	20
			10%	2	20

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UH-Thompson 001755

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<b>4) Competency:</b> <i>Displays commitment to the mission of the hospital and its values.</i>			10%	2	20
<b>Critical Behaviors (Minimum):</b> ✓ Knows and follows hospital policies related to safety ✓ Uses hospital resources wisely in a cost effective manner ✓ Adheres to hospital and departmental policies for attendance ✓ Ensures confidentiality of all hospital business ✓ Demonstrates the organization's commitment to diversity ✓ Uses scheduled work time productively ✓ Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital's code of conduct <b>Expected Behaviors (Completely Satisfactory):</b> ✓ Gets involved in hospital activities, supports the involvement of others <i>work on the way to community mtg</i> ✓ Participates in performance improvement and/or quality improvement initiatives ✓ Speaks positively of the hospital to patients/customers, the public, and co-workers ✓ Keeps their work area and equipment clean and well cared for ✓ Supports and contributes to change initiatives ✓ Demonstrates flexibility in response to changing responsibilities and workloads <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Develops or leads process improvement initiatives or projects ✓ Takes an active role in hospital-wide safety concerns, departmental & hospital initiatives ✓ Gets involved in hospital/community activities	✓ Attends monthly staff meetings ✓ Wears ID badge at all times while on duty ✓ Can verbalize where policy and safety information is located in the department ✓ Always responds to fire drills appropriately ✓ Consistently adheres to universal precautions for protection of the patient and the employee ✓ Arrives at work assignment on time as scheduled, ready to begin work ✓ Regularly participates in monthly staff meetings ✓ Makes positive comments about our system, hospital & other departments ✓ Keeps work areas clean ✓ Communicates problems or changes to the manager <i>Accepted to opening</i> ✓ Communicates suggestions & assists with implementing changes to improve operations to the manager/director ✓ Takes an active role in nutrition dept. safety activities & initiatives ✓ Volunteers to participate in internal/external activities not directly related to care responsibilities				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment. 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory. 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory. 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.

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UH-Thompson 001756

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<b>5) Competency:</b> <b>Preparation of food served in hospital</b>			10%	2	20
<b>Critical Behaviors (Minimum):</b> ✓ Uses good mature judgment ✓ Visually inspects & tastes all food products ✓ Maintain sufficient back up food for café ✓ Prepares quality food for all areas ✓ Food preparation is completed according to menu ✓ Uses standardized recipes ✓ Able to improvise and questions unclear orders	✓ Observations of outcomes ✓ Spot checks ✓ Uses standardized recipes ✓ Patient surveys ✓ Customer surveys ✓ Observation by exception ✓ Health inspections  <i>enforce more on daily basis</i> ✓ Customer surveys ✓ Observation by exception ✓ Spot checks ✓ Peer review	2  3 100%			0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Keeps kitchen area clean ✓ Food service satisfaction is average ✓ Assists in training new employees ✓ Taking personal responsibility for making improvements	✓ All standards passed  ✓ Food service satisfaction is above average ✓ Communicates suggestions & assists in ways to improve operations to the manager or director	7/17/20 - 6/10/20			
<b>Exemplary Behaviors (Above and Beyond):</b>	✓ Food service satisfaction is above average ✓ Communicates suggestions & assists in ways to improve operations to the manager or director	7/17/20 - 6/10/20			
Continue training on new recipe standards					

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UH-Thompson 001757



Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pls = Total
<b>5) Competency:</b> Oversees patient tray assembly, Café & catering food service			15%	2	30
<b>Critical Behaviors (Minimum):</b> ✓ Appropriately portions food for patient trays & cafeteria ✓ Makes sure tray line starts on time ✓ Ensures trays are assembled accurately & completely ✓ Accurately places items on trays of selected menus when needed ✓ Moves staff as needed to maintain service ✓ Able to adjust employee production schedules when needed ✓ Prepares food without recipes as needed for special functions <b>Expected Behaviors (Completely Satisfactory):</b> ✓ Ensures caterings leave kitchen on time & with complete supplies ✓ Responsible for peer training - Some misses - Rooming of tolerance <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Demonstrate excellence in customer relations with observable examples - + when necessary ✓ Communicates suggestions & assists in ways to improve operations to the manager or director	✓ Observation ✓ Spot checks ✓ Skills Check List ✓ Rounds ✓ Customer surveys ✓ Patient surveys ✓ In-service attendance ✓ Skills Check List ✓ Observation ✓ Spot checks ✓ Peer review ✓ Interviews with key catering customers ✓ Interviews with key café customers ✓ Commendations ✓ Suggestions submitted by employee ✓ Observation of contribution to work group activities	+ + +			0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment. 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory. 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory. 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.

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Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighing X eval pts = Total
<b>7) Competency:</b> Supervisory operational duties	See that 2004 action plan + under review on following		35%	2	.70
<b>Critical Behaviors (Minimum):</b> ✓ Accurately orders food supplies using order guide(s) ✓ Orders Food & Supplies via computer ordering program ✓ Maintains low inventories. ✓ Checks food deliveries against order invoice ✓ Stores refrigerator/frozen items within 1 hour of delivery ✓ Takes corrective action to address employee safety infractions ✓ Trains employees how to safely operate and clean equipment ✓ Food is stored properly (labeled & dated) ✓ Functions as Department Supervisor ✓ Arranges for coverage of unscheduled absences ✓ Completes cash count & deposits for café as needed ✓ Follows Universal Precautions/Infection Control ✓ Uses chemicals safely / Maintains safe work area	Observation Spot checks Skills Check List Rounds In-service attendance Skills Check List Health Inspections Observation by exception (see pg 1)	2			0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Creates cafeteria menus, specials and promotions ✓ Inventories weekly/monthly and enters data in computer ✓ Ensures stock is rotated and dead stock run out in café/caterings ✓ Communicates order discrepancies to vendor immediately ✓ Completes annual performance appraisals of employees. ✓ Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers. ✓ Responsible for peer training. ✓ Ensures garnishes for food items are prepared and used ✓ Takes corrective action to improve employee work deficiencies ✓ Functions as Charge Person for health dept. when on duty <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Communicates suggestions & assists in ways to improve operations to the manager or director ✓ Maintains cafeteria signage ✓ Creates specials for customers upon request ✓ Works in absence of director for short period of time.	Par levels Peer review Substitution Log Skills Check List Temperature logs Visual review What is a 3? much improved Suggestions submitted by employee Commendations Observation of contribution to work group activities	2			

**Check Items Which Are Major Strong Points/Achievements, Asterisk Items Where Improvement Needs Exist**

<input checked="" type="checkbox"/> Personal Computer	<input checked="" type="checkbox"/> Proofreading	17. <input type="checkbox"/> Problem Solving	25. <input type="checkbox"/> Time Management
<input type="checkbox"/> Transcription	10. <input type="checkbox"/> Office Protocols	<input checked="" type="checkbox"/> 18. <input type="checkbox"/> Budgetary Controls	26. <input type="checkbox"/> Motivation
<input type="checkbox"/> Word Processing	11. <input checked="" type="checkbox"/> Organization	19. <input type="checkbox"/> Attendance	27. <input type="checkbox"/> Following Instructions
<input type="checkbox"/> CRT	12. <input type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> 20. <input type="checkbox"/> Staff Development	28. <input type="checkbox"/> Prioritization
<input type="checkbox"/> Telephone Skills	13. <input checked="" type="checkbox"/> Customer Service	<input checked="" type="checkbox"/> 21. <input type="checkbox"/> Writing Skills	29. <input type="checkbox"/> Flexibility/Teamwork
<input type="checkbox"/> Cooperation	14. <input type="checkbox"/> Patient Focus	22. <input type="checkbox"/> Timeliness	30. <input type="checkbox"/>
<input type="checkbox"/> Technical Excellence	15. <input type="checkbox"/> Supervisory Skills	23. <input type="checkbox"/> Innovation	31. <input type="checkbox"/>
<input type="checkbox"/> Clinical Assessment Skills	16. <input type="checkbox"/> Adherence to Policy/Procedures	24. <input type="checkbox"/> Communication Skills	32. <input type="checkbox"/>

**Licensure and Minimum Qualifications Summary**

attendance and requirements within last 12 months)

on must be completed for all performance appraisals.

f days absent

f tardies/early leaves

f occurrences absent

nce satisfactory?

nce is not satisfactory, please comment in the reviewer section.

d annual TB testing

o the Code of Conduct

d licensure/certification

afety Education Score \_\_\_% or \_\_\_ Pass \_\_\_ Fail/Incomplete

andatory Training:

☒ Yes ☐ No  
☒ Yes ☐ No  
☐ Yes ☐ No ☒ N/A  
☒ Yes ☐ No  
☐ Yes ☐ No

**Initial Employment Review**

For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all duties of the job as written. Please evaluate on the applicable duties only.

Do you (supervisor) recommend this employee for regular full-time or regular part-time employment? ☐ Yes ☐ No

Number of days unscheduled absence

Number of tardies/early leaves

Number of occurrences absent

Is attendance satisfactory? ☐ Yes ☐ No

If attendance is not satisfactory, please comment in the reviewer comment section.

☐ CHECK IF ATTACHING A COPY OF THE EMPLOYEE'S GOALS AND/OR PERFORMANCE IMPROVEMENT PLAN

Reviewer Comments:

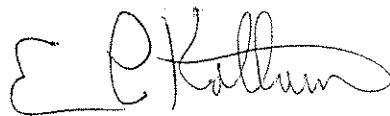
*Lina has performed well for us. She continues as a leader within the department. 2004 will provide opportunity to develop from supervisor to production manager through OJT job skill development.*

Employee Comments:

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Reviewer Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

Department Head Signature


Date *March 4, 2004*



**University Hospitals**  
**HealthSystem**

Richmond Heights Hospital

*Alaethia Thompson*  
 34-04-08 06:00 PM

**Job Description and Performance Appraisal**

Employee Name: <u>Lisa Thompson</u>
Social Security Number: _____
Type of Appraisal: ____ Initial <input checked="" type="checkbox"/> Annual ____ Other
Performance Rating: <u>2.5</u> Date Given: _____

Job Title: <b>Food Production Supervisor</b>	Staff: n/a	Nonexempt
Department: FOOD & NUTRITION SERVICES	Responsible for an Operating Budget of: \$ N/A	Financial Impact/Dollars Influenced: \$ N/A
Reports to (title): Director of Food & Nutrition Services	Age of Patients Served: ____ to ____ N/A	
Supervisor's Approval (signature):	Date Job Description Prepared/Reviewed: October, 2000	
<u>Position Summary/Essential Duties:</u> (include percentage of time for each duty and corresponding Competency number.) 1. Preparation of food served in all areas of the hospital (15%—comp.5) 2. Oversees patient tray assembly, café & catering food service (20%—comp.6) 3. Supervisory operational duties (65%—comp.7)		
<u>Education/Expertise:</u> AAS Degree, CDM, Culinary Certification, or the equivalent In quantity foods experience. (In healthcare preferred.)  Food preparation and sanitation education/training.  <u>Required Credentials, Licensure or Certification (i.e. RN, RRT):</u> Serve-Safe Food Sanitation Course	<u>Experience &amp; Knowledge:</u> Minimum of 5 years food preparation experience required. Hospital food preparation preferred  <u>Special Skills &amp; Equipment Knowledge:</u> *Strong customer service skills *In depth knowledge of food preparation & food safety *Ability to read, understand & modify recipes *Ability to work independently with computer used for ordering food *Operate kitchen equipment and train others *Supervision (charge person)	

**Job Relationships/Contacts:**

Internal (Inside UHHS) Who	Purpose	External (Outside UHHS) Who	Purpose
All departments	Service of food	Vendors/families/visitors	Ordering food Service of food

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting x eval pts = Total
<b>1) Competency:</b> <i>Initiates and maintains positive relationships with patients/customers.</i> <b>Critical Behaviors (Minimum):</b> ✓ Exemplifies the UHHS Richmond Heights Hospital Service Standards ✓ Takes pride in working at UHHS Richmond Heights Hospital. ✓ Makes People feel welcome <i>Extending the hospital's service</i> ✓ Shows people they are important <i>Very Good w/ Patients</i> ✓ Ensures privacy and confidentiality for their patients/customers <b>Expected Behaviors (Completely Satisfactory):</b> ✓ Knows who all their customers are ✓ Communicates at the patient/customer's level of education and experience ✓ Demonstrates empathy for the patient/customer's situation and concerns <i>Worries well w/ difficult Patients</i> ✓ Acts as an advocate for the patient/customer ✓ Maintains professional behavior consistent with role ✓ Maintains composure under difficult conditions <i>with Patient Anger</i> ✓ Includes the patient/customer's perspective in decision making and problem solving <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Demonstrates excellence in patient/customer relationships with observable examples	✓ Direct observation, family feedback for: ✓ Inspiring confidence by making positive comments about our system, hospital and other departments ✓ Taking personal responsibility for making improvements ✓ Taking pride and care in personal appearance and behavior while on hospital property ✓ Helping keep facilities and work area clean ✓ Introduces self and explains role to others in person and over the phone ✓ Smiling, making eye contact and being friendly, open and interested in people ✓ Displaying ID badge above the waist and facing out at all times while on hospital property ✓ Offering assistance to whomever needs it ✓ Providing direction by physically escorting people when possible ✓ Focusing on the patient ✓ Making patients and families their #1 priority ✓ Respecting others and being courteous ✓ Respecting others' rights to privacy and confidentiality ✓ Praising generously and criticizing constructively ✓ Responding Quickly: Explaining procedures and expected time frames and following through on time frames ✓ Explaining Delays: Providing reasons for any delay in a timely fashion and following through on promises.		10%	3	3.3
<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>					

UH-Thompson 000082

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<b>2) Competency:</b> <b>Initiates and maintains positive relationships with co-workers.</b>			10%	2.5	1.25
<b>Critical Behaviors (Minimum):</b> Takes ownership of tasks and assignments <i>Storage Areas - Putting Labels</i> Focuses on what can be done, not what can't be done <i>Covering</i> Speaks positively of other employees, avoids negative gossip <i>Bad</i>	Observe positive attitude & contributes to work group activities Completes tasks according to established times each day Observe positive outcomes Responds in a positive, caring manner <i>to f</i> <i>allow through a very matter</i>				
<b>Expected Behaviors (Completely Satisfactory):</b> Helps without being asked Follows through <i>Needs to improve organizational skills</i> Shares information and knowledge <i>By creating a network</i> Gives feedback positively to ensure service excellence Listens to and builds on other's ideas Models excellence and encourages others to excel	Contributions, commendations				
<b>Exemplary Behaviors (Above and Beyond):</b> Demonstrates excellence in relationships with co-workers					
<b>3) Competency:</b> <b>Takes responsibility for self-development and supports a learning environment.</b>			10%	2.5	1.25
<b>Critical Behaviors (Minimum):</b> Accepts feedback as an opportunity for growth Regularly participates in informal and formal education, staff meetings or staff development activities Applies knowledge gained from educational activities to their work Is receptive to new ideas and improvement efforts	Meets the yearly educational requirements required by position <i>Implemented 01/22/08 program e-Reviewing.</i>				
<b>Expected Behaviors (Completely Satisfactory):</b> Is responsive to new ways of learning Supports and accommodates teaching activities Supports and accommodates research activities	Attends in-services Completes 100% Safety Fair or minimum of 85% on Safety Test annually Observation Customer surveys Peer training Sets goal for own areas for self-development—self-evaluation Participates in hospital-wide committee				
<b>Exemplary Behaviors (Above and Beyond):</b> Mentors others through formal or informal activities Participation with hospital-wide committees					

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<b>4) Competency:</b> <i>Displays commitment to the mission of the hospital and its values.</i>	<b>Critical Behaviors (Minimum):</b> ✓ Knows and follows hospital policies related to safety ✓ Uses hospital resources wisely in a cost effective manner ✓ Adheres to hospital and departmental policies for attendance ✓ Ensures confidentiality of all hospital business ✓ Demonstrates the organization's commitment to diversity ✓ Uses scheduled work time productively ✓ Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital's code of conduct  <b>Expected Behaviors (Completely Satisfactory):</b> ✓ Gets involved in hospital activities, supports the involvement of others <i>Supports Holiday Party - and Quality Bracket</i> ✓ Participates in performance improvement and/or quality improvement initiatives ✓ Speaks positively of the hospital to patients/customers, the public, and co-workers ✓ Keeps their work area and equipment clean and well cared for ✓ Supports and contributes to change initiatives ✓ Demonstrates flexibility in response to changing responsibilities and workloads  <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Develops or leads process improvement initiatives or projects ✓ Takes an active role in hospital-wide safety concerns, departmental & hospital initiatives ✓ Gets involved in hospital/community activities	✓ Attends monthly staff meetings ✓ Wears ID badge at all times while on duty ✓ Can verbalize where policy and safety information is located in the department ✓ Always responds to fire drills appropriately ✓ Consistently adheres to universal precautions for protection of the patient and the employee ✓ Arrives at work assignment on time as scheduled, ready to begin work ✓ Regularly participates in monthly staff meetings ✓ Makes positive comments about our system, hospital & other departments ✓ Keeps work areas clean ✓ Communicates problems or changes to the manager  <i>Needs to be consistent in completing special cleaning list for S&amp;AP</i>	10%	3	30
		0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.			

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<b>5) Competency:</b> <i>Preparation of food served in hospital</i>			10%	2.25	2.25
<b>Critical Behaviors (Minimum):</b> ✓ Uses good mature judgment ✓ Visually inspects & tastes all food products <i>Needs to be more involved w/ testing</i> ✓ Maintain sufficient back up food for café ✓ Prepares quality food for all areas <i>Did a inspection before service</i> ✓ Food preparation is completed according to menu ✓ Uses standardized recipes ✓ Able to improvise and questions unclear orders	✓ Observations of outcomes ✓ Spot checks ✓ Uses standardized recipes ✓ Patient surveys ✓ Customer surveys ✓ Observation by exception ✓ Health inspections				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Keeps kitchen area clean — <i>Needs to be consistent</i> ✓ Food service satisfaction is average <i>with some of the</i> ✓ Assists in training new employees <i>peccadors</i> ✓ Taking personal responsibility for making improvements	✓ Customer surveys ✓ Observation by exception ✓ Spot checks ✓ Peer review				
<b>Exemplary Behaviors (Above and Beyond):</b> ✓ Food service satisfaction is above average ✓ Communicates suggestions & assists in ways to improve operations to the manager or director	✓ Observation of contribution to work group activities ✓ Customer surveys ✓ Suggestions submitted by employee ✓ Interviews with key customers ✓ Commendations				

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UH-Thompson 000085

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighting x eval pts = Total
<b>5) Competency:</b> Oversees patient tray assembly, Café & catering food service	<p><i>Needs to work with staff on performing</i></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Appropriately portions food for patient trays &amp; cafeteria</li> <li>✓ Makes sure tray line starts on time</li> <li>✓ Ensures trays are assembled accurately &amp; completely</li> <li>✓ Accurately places items on trays of selected menus when needed</li> <li>✓ Moves staff as needed to maintain service</li> <li>✓ Able to adjust employee production schedules when needed</li> <li>✓ Prepares food without recipes as needed for special functions</li> </ul> <p><i>Very good skills</i></p> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Ensures caterings leave kitchen on time &amp; with complete supplies</li> <li>✓ Responsible for peer training</li> </ul> <p><i>Needs to follow through with staff on collecting catering -</i></p> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate excellence in customer relations with observable examples</li> <li>✓ Communicates suggestions &amp; assists in ways to improve operations to the manager or director</li> </ul> <p><i>Special functions are set up well and organized with the consistency example - Holiday Party, - special nursing functions - other major functions</i></p>		15%	3	145
					<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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<b>7) Competency:</b> Supervisory operational duties			35%	1.78	1.62
<b>Critical Behaviors (Minimum):</b> ✓ Accurately orders food supplies using order guide(s) ✓ Orders Food & Supplies via computer ordering program ✓ Maintains low inventories. - Needs to stay consistent ✓ Checks food deliveries against order invoice ✓ Stores refrigerator/frozen items within 1 hour of delivery ✓ Takes corrective action to address employee safety infractions ✓ Trains employees how to safely operate and clean equipment ✓ Food is stored properly (labeled & dated) - need for improvement ✓ Functions as Department Supervisor ✓ Arranges for coverage of unscheduled absences needs to ✓ Completes cash count & deposits for café as needed bc cashier schedule not over scheduling ✓ Follows Universal Precautions/Infection Control ✓ Uses chemicals safely / Maintains safe work area Needs to make sure all spray bottles are labeled.	Always inventory food before ordering. ✓ Observation ✓ Spot checks ✓ Skills Check List ✓ Rounds ✓ In-service attendance ✓ Skills Check List ✓ Health Inspections ✓ Observation by exception Needs to follow up with vendors to make sure their schedule not over scheduling Breed category				0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.
<b>Expected Behaviors (Completely Satisfactory):</b> ✓ Creates cafeteria menus, specials and promotions ✓ Inventories weekly/monthly and enters data in computer ✓ Ensures stock is rotated and dead stock run out in café/caterings ✓ Communicates order discrepancies to vendor immediately ✓ Completes annual performance appraisals of employees. ✓ Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers. ✓ Responsible for peer training. ✓ Ensures garnishes for food items are prepared and used. ✓ Takes corrective action to improve employee work deficiencies ✓ Functions as Charge Person for health dept. when on duty	Visual review Needs to coach employees more frequently and develop a better communication address performance problems ✓ Suggestions submitted by employee with the ✓ Commendations ✓ Observation of contribution to work group activities				
<b>Exemplary Behaviors (Above and Beyond):</b> ✓ Communicates suggestions & assists in ways to improve operations to the manager or director ✓ Maintains cafeteria signage ✓ Creates specials for customers upon request ✓ Works in absence of director to for short period of time.					

## Check Items Which Are Major Strong Points/Achievements, Asterisk Items Where Improvement Needs Exist

1. <input checked="" type="checkbox"/> Personal Computer	9. <input type="checkbox"/> Proofreading	17. <input type="checkbox"/> Problem Solving	25. <input checked="" type="checkbox"/> Time Management
2. <input type="checkbox"/> Transcription	10. <input type="checkbox"/> Office Protocols	18. <input type="checkbox"/> Budgetary Controls	26. <input checked="" type="checkbox"/> Motivation
3. <input type="checkbox"/> Word Processing	11. <input checked="" type="checkbox"/> Organization	19. <input checked="" type="checkbox"/> Attendance	27. <input checked="" type="checkbox"/> Following Instructions
4. <input type="checkbox"/> CRT	12. <input checked="" type="checkbox"/> Goal Setting	20. <input type="checkbox"/> Staff Development	28. <input type="checkbox"/> Prioritization
5. <input checked="" type="checkbox"/> Telephone Skills	13. <input checked="" type="checkbox"/> Customer Service	21. <input type="checkbox"/> Writing Skills	29. <input checked="" type="checkbox"/> Flexibility/Teamwork
6. <input checked="" type="checkbox"/> Cooperation	14. <input checked="" type="checkbox"/> Patient Focus	22. <input type="checkbox"/> Timeliness	30. <input type="checkbox"/>
7. <input type="checkbox"/> Technical Excellence	15. <input checked="" type="checkbox"/> Supervisory Skills	23. <input type="checkbox"/> Innovation	31. <input type="checkbox"/>
8. <input type="checkbox"/> Clinical Assessment Skills	16. <input type="checkbox"/> Adherence to Policy/ Procedures	24. <input checked="" type="checkbox"/> Communication Skills	32. <input type="checkbox"/>

Attendance and Minimum Qualifications Summary  
(Attendance and requirements within last 12 months)

Attendance must be completed for all performance appraisals.  
*improve absences on days attached to weekends off and latenesses*  
 of days absent 6  
 of tardies/early leaves 31  
 of occurrences absent  
 attendance satisfactory? ☐ Yes ☒ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

Completed annual TB testing ☒ Yes ☐ No  
 Signed to the Code of Conduct ☒ Yes ☐ No  
 Signed licensure/certification ☒ Yes ☐ No ☐ N/A  
 Safety Education Score 100% or ☒ Pass ☐ Fail/Incomplete  
 Mandatory Training: ☐ Yes ☐ No  
☐ Yes ☐ No

## Initial Employment Review

For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all duties of the job as written. Please evaluate on the applicable duties only.

Do you (supervisor) recommend this employee for regular full-time or regular part-time employment? ☐ Yes ☐ No

Number of days unscheduled absence           
 Number of tardies/early leaves           
 Number of occurrences absent           
 Is attendance satisfactory? ☐ Yes ☐ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

☐ CHECK IF ATTACHING A COPY OF THE EMPLOYEE'S GOALS AND/OR PERFORMANCE IMPROVEMENT PLAN

Reviewer Comments: *Lisa supervising daily production activity well and organizes extra special large catering functions by taking ownership of duties. Lisa needs to be consistent in communication with staff by portraying a positive image at all times and giving staff the attention required.*  
 Employee Comments:           
          
        

*Needs to develop more confidence w/ coaching and counseling employees and improving their performance by consistently following up with staff*  
 Employee Signature *[Signature]* Date 4/6/05

Reviewer Signature/Title *[Signature]* Date         

Department Head Signature *[Signature]* Date 4/6/05

## List of Possible Validators

The following is a non-exhaustive list of sources for validation of competency. A manager may look to this list in helping to evaluate an employee. These examples may be used to validate the universal as well as job-specific competencies.

### Direct Observation by Supervisor/Rater

- Direct observation of the worker's performance by the rater/supervisor
- Observed contributions to group activities (committee participation)
- Rounds
- Spot checks
- By exception (noting unusual incidents)

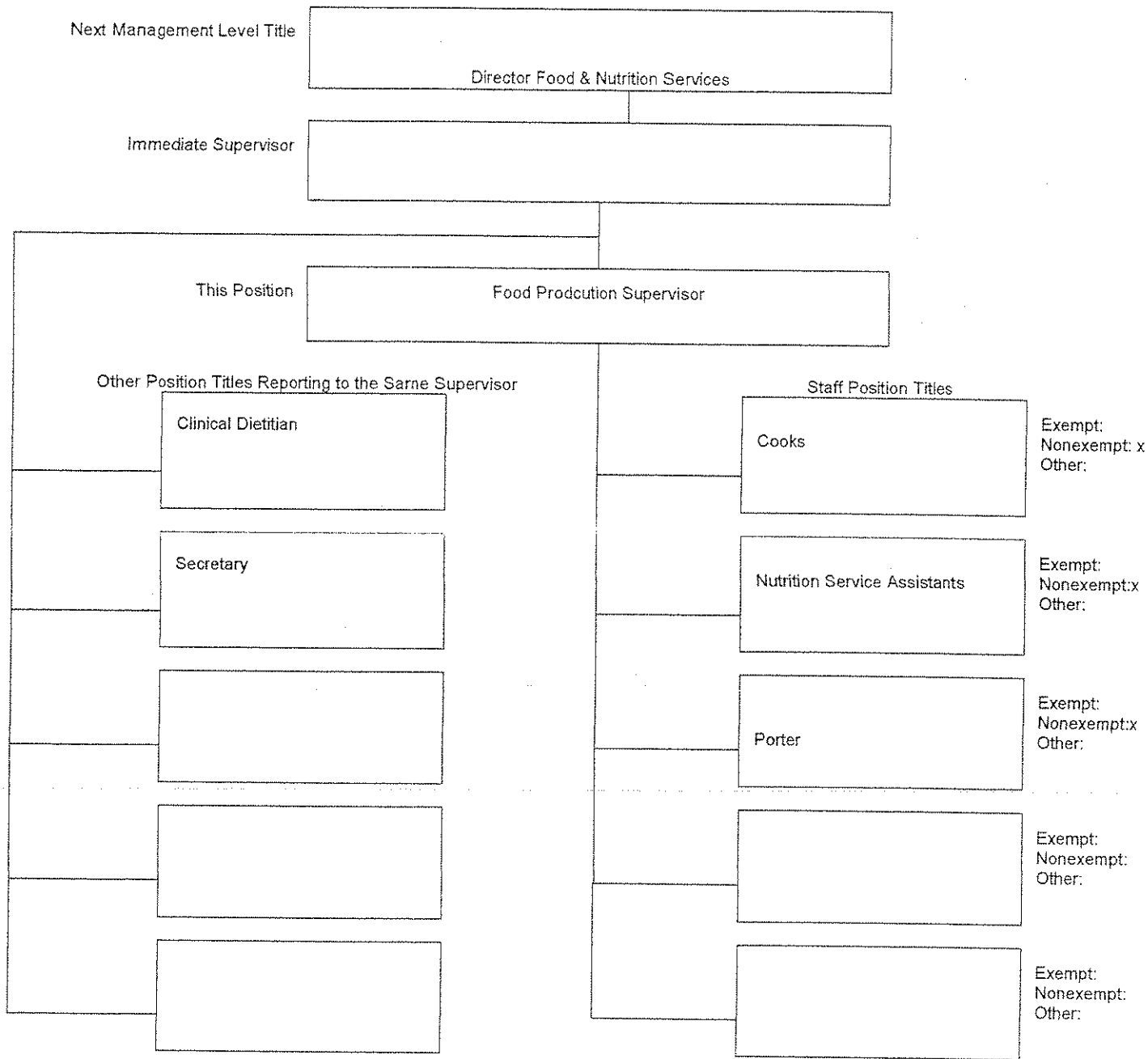
### Communication with Peers and Customers

- Patient Survey Results
- Customer surveys
- Formal Peer Review tool
- Interviews with key customers
- Review of care plans/notes with peer/advisor

### Performance Documentation

- Formal Testing
- Skills Check Lists
- Incident reports
- Anecdotal notes/records
- Commendations
- Corrective actions
- "You Make a Difference" certificates
- Organizational survey
- Meeting notes
- Suggestions submitted by the employee
- Department orientation checklist
- Budget performance
- Inservice attendance
- Attendance records
- Goal setting and attainment
- Project completion
- Objective measures of productivity
- Telephone logs
- Self evaluation
- Chart review
- Documentation of participation in care conference
- Membership in professional organizations (to document professional development)
- Privileging Checklists
- Computer system records/reports





**UniversityHospitals**  
**HealthSystem**

Richmond Heights Hospital

**Job Description and Performance Appraisal**

Employee Name:	Aleather Thompson		
Social Security Number:	272-56-745-7		
Type of Appraisal:	___ Initial ___ Annual ___ Other		
Performance Rating:	_____	Date Given:	_____

Job Title: <b>Food Production Supervisor</b>	Staff: n/a	Nonexempt
Department: <b>FOOD &amp; NUTRITION SERVICES</b>	Responsible for an Operating Budget of: \$ N/A	Financial Impact/Dollars Influenced: \$ N/A
Reports to (title): <b>Director of Food &amp; Nutrition Services</b>	Age of Patients Served: ___ to ___ N/A	
Supervisor's Approval (signature):	Date Job Description Prepared/Reviewed: October, 2000	
<u>Position Summary/Essential Duties:</u> (include percentage of time for each duty and corresponding Competency number.) 1. Demonstrates progressive leadership and effective management. (5% - comp. 5) 2. Develops staff and builds a strong team. (5% - comp. 6) 3. Preparation of food served in all areas of the hospital (15%--comp. 7) 4. Oversees patient tray assembly, café & catering food service (15%--comp. 8) 5. Completes supervisory operational duties (60%--comp. 9)		
<u>Education/Expertise:</u> AAS Degree, CDM, Culinary Certification, or the equivalent In quantity foods experience. (In healthcare preferred.)  Food preparation and sanitation education/training.  <u>Required Credentials, Licensure or Certification (i.e. RN, RRT):</u> Serve-Safe Food Sanitation Course	<u>Experience &amp; Knowledge:</u> Minimum of 5 years food preparation experience required. Hospital food preparation preferred  <u>Special Skills &amp; Equipment Knowledge:</u> *Strong customer service skills *In depth knowledge of food preparation & food safety *Ability to read, understand & modify recipes *Ability to work independently with computer used for ordering food *Operate kitchen equipment and train others *Supervision (charge person)	

**Relationships/Contacts:**

Internal (Inside UHHS) Who	Purpose	External (Outside UHHS) Who	Purpose
All departments	Service of food	Vendors/families/visitors	Ordering food Service of food

Competencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following methods and indicators.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighing N eval pts = Total
<p><b>1) Competency: Initiates and maintains positive relationships with patients/customers.</b></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Exemplifies the hospital service standards</li> <li>✓ Wears ID badge above the waist and, facing out at all times while on hospital property</li> <li>✓ Introduces self and explains role to others in person and over the phone</li> <li>✓ Smiles, makes eye contact and appears friendly, open and interested in people</li> <li>✓ Offers assistance to whomever needs it</li> <li>✓ Provides direction by personally escorting people when possible</li> <li>✓ Respects others and is courteous</li> <li>✓ Responds Quickly: Explains procedures and expected time frames and follows through within stated time frames</li> <li>✓ Explains Delays: States reasons for any delay in a timely fashion and follows through on promises.</li> <li>✓ Inspires patient's/customer's confidence by making positive comments about our system, hospital and other departments</li> <li>✓ Shares patient's/customer's private or confidentially information only with those who have clearance to receive the information and avoids doing so in public areas</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Knows who <u>all</u> their customers are</li> <li>✓ Communicates at the patient/customer's level of education and experience</li> <li>✓ Shows empathy for the patient/customer's situation and concerns</li> <li>✓ Acts as an advocate for the patient/customer</li> <li>✓ Maintains professional behavior consistent with role</li> <li>✓ Maintains composure in difficult interpersonal situations</li> <li>✓ Includes the patient/customer's perspective in decision making and problem solving</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Leads and/or actively participates in customer service improvement initiatives</li> <li>✓ Suggests new methods or approaches that lead to better patient/customer relations for the department or hospital</li> <li>✓ Assists co-workers by providing feedback and suggestions to them on how to improve or build relations with patients/customers</li> </ul>	<p><b>Validation methods for critical and expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of patient/customer interactions during the review period</li> <li>• Supervisor's annual review of anecdotal feedback received from patients, families, customers and peers.</li> <li>• Supervisor's annual review of patient satisfaction/customer service survey responses that mention the incumbent, if any.</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to patient/customer interactions)</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of meeting minutes for customer service improvement committees, to document incumbent's level of participation in the project</li> <li>• Number of customer service improvement suggestions received from the incumbent during the review period</li> <li>• Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the incumbent</li> </ul>	<p>✓</p>	10%	13	
					<p><b>0</b> = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p><b>1</b> = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p><b>2</b> = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p><b>3</b> = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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UH-Thompson 000117



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<p>2) Competency: <i>Initiates and maintains positive relationships with co-workers.</i></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Takes ownership of tasks and assignments</li> <li>✓ Focuses on what can be done; not what can't be done</li> <li>✓ Speaks positively of other employees; avoids negative gossip</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Helps without being asked</li> <li>✓ Follows through</li> <li>✓ Shares information and knowledge</li> <li>✓ Gives feedback positively to ensure service excellence</li> <li>✓ Listens to and builds on other's ideas</li> <li>✓ Models excellence and encourages others to excel</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ At their own initiative, takes responsibility for providing supervision to co-workers when the supervisor is not available, with evidence of positive results</li> <li>✓ Successfully works with co-workers to resolve group issues such as interpersonal conflict and procedural issues</li> </ul>	<p>Validation methods for critical, expected and exemplary behaviors:</p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of co-worker interactions during the review period</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to co-worker interactions)</li> <li>• Results of peer review and/or anecdotal documentation related to the incumbent's co-worker interactions</li> </ul>		10%	3	
<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>					

<p>3) Competency: <i>Takes responsibility for self-development and supports a learning environment.</i></p>	<p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Accepts feedback as an opportunity for growth</li> <li>✓ Regularly participates in informal and formal education, staff meetings or staff development activities</li> <li>✓ Applies knowledge gained from educational activities to their work</li> <li>✓ Is receptive to new ideas and improvement efforts</li> <li>✓ Completes departmental requirements for self-appraisal on a timely basis</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Is responsive to new ways of learning</li> <li>✓ Supports and accommodates teaching activities, including mentoring other employees at their supervisor's request</li> <li>✓ Supports and accommodates research activities</li> <li>✓ Participates in a formal and informal peer review process</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Provides coaching and mentoring to new employees at their own initiative, with evidence that new employees have benefited from their assistance</li> <li>✓ Actively participates in a professional organization that is related to their profession or work</li> <li>✓ Achieves professional certification</li> <li>✓ Attends college-level courses, with evidence of progress towards obtaining a college degree in healthcare or a related discipline</li> <li>✓ Participates in, or leads, hospital-sponsored initiatives that bring education programs to the community</li> </ul>	<p><b>Validation methods for critical and expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of the incumbent's response to learning situations during the review period</li> <li>• Documentation of attendance at required inservices</li> <li>• Documentation of attendance at optional inservices</li> <li>• Documentation supporting that the incumbent completed their self-appraisal on time (if applicable)</li> <li>• Documentation supporting the incumbent's participation in peer review (if applicable)</li> <li>• Supervisor's personal observation and evaluation of the results of mentoring assignments completed by the incumbent during the review period</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of documentation supporting the incumbent's participation in professional organizations, attainment of professional certification, or progress towards a college-level degree</li> <li>• Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community education programs</li> </ul>	<p>10%</p> <p>2</p>	<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>
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<p><b>4) Competency: Displays commitment to the mission of the hospital and its values.</b></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Knows and follows hospital policies related to safety</li> <li>✓ Always responds to fire drills appropriately Consistently adheres to universal precautions for protection of the patient and the employee</li> <li>✓ Arrives at work assignment on time as scheduled, ready to begin work</li> <li>✓ Wears ID badge at all times while on duty</li> <li>✓ Can verbalize where policy and safety information is located in the department</li> <li>✓ Uses hospital resources wisely in a cost effective manner</li> <li>✓ Adheres to hospital and departmental policies for attendance</li> <li>✓ Ensures confidentiality of all hospital business</li> <li>✓ Demonstrates the organization's commitment to diversity</li> <li>✓ Uses scheduled work time productively</li> <li>✓ Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital's code of conduct</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Gets involved in hospital activities, supports the involvement of others</li> <li>✓ Participates in performance improvement and/or quality improvement initiatives</li> <li>✓ Monitors performance indicators, measuring their personal performance against department/hospital standards</li> <li>✓ Acknowledges the results of customer feedback and follows through with appropriate improvements</li> <li>✓ Speaks positively of the hospital to patients/customers, the public, and co-workers</li> <li>✓ Keeps their work area and equipment clean and well cared for</li> <li>✓ Supports and contributes to change initiatives</li> <li>✓ Demonstrates flexibility in response to changing responsibilities and workloads</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Develops or leads process/performance improvement initiatives or projects</li> <li>✓ Participates in hospital-sponsored programs that build recognition and support for the hospital in the community, such as fund-raising events or speaker's bureaus</li> </ul>	<p><b>Validation methods for critical behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to hospital policies or the Code of Conduct)</li> <li>• Results of peer review and/or anecdotal documentation related to the incumbent's support for, and adherence to, hospital policies</li> <li>• Supervisor's review of productivity reports/documentation</li> <li>• Supervisor's review of documents relating to workplace safety/accident reports involving the incumbent</li> </ul> <p><b>Validation methods for expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observations and evaluation of incumbent's workplace behaviors during the review period</li> <li>• Review of anecdotal or formal documentation showing the level of the incumbent's participation in performance improvement activities</li> <li>• Review of anecdotal or formal documentation showing the level of the incumbent's participation in hospital activities outside of the department</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of anecdotal or formal documentation showing the extent of the incumbent's participation in improvement committees</li> <li>• Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community programs</li> </ul>		10%	2	<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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<p>5) <b>Competency: Demonstrates progressive leadership and effective management.</b></p> <p><b>Critical Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ Identifies strategic issues impacting the department and responds with appropriate actions in a timely manner</li> <li>✓ Responds quickly and appropriately to patient/customer feedback</li> <li>✓ Remains aware of changes in research and technology in areas of expertise</li> <li>✓ Supports UHHS, hospital and management programs/initiatives</li> <li>✓ Expresses support of UHHS, hospital and management initiatives when interacting with employees and patients/customers</li> <li>✓ Holds employees accountable for complying with the Corporate Code of Conduct and reporting violations</li> </ul> <p><b>Expected Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ Develops and drives the "vision" for their department</li> <li>✓ Develops creative improvements to current procedures and methods of operation while preserving quality and decreasing cost</li> <li>✓ Integrates changes in research and technology into department operations</li> <li>✓ Demonstrates decisiveness</li> <li>✓ Demonstrates self-motivation</li> <li>✓ Adapts behavior and approach in anticipation of or in response to changing circumstances</li> <li>✓ Able to influence others while respecting differing opinions</li> <li>✓ Negotiates to attain the best outcome</li> </ul> <p><b>Exemplary Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ Develops and/or leads a cross-departmental performance improvement initiative that benefits the hospital</li> <li>✓ Develops and/or leads a performance improvement initiative that benefits other UHHS hospitals</li> <li>✓ Contributes cost saving ideas that can be applied throughout the hospital or hospital system</li> <li>✓ Anticipates opportunities available through new research or technology and capitalizes on them, resulting in a positive impact or competitive advantage for the hospital.</li> </ul>	<p><b>Validation methods for critical behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees</li> <li>• Supervisor's annual review of anecdotal feedback received from patients, families, customers and hospital employees</li> <li>• Supervisor's annual review of patient satisfaction/customer service survey responses that mention the incumbent's department</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to supervisory or leadership abilities)</li> </ul> <p><b>Validation methods for expected behaviors:</b></p> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees</li> <li>• Supervisor's evaluation of incumbent's success at integrating new technology or research into the work group</li> <li>• Supervisor's review of work area improvements made by the incumbent, evaluating actual performance against expected cost, service and quality outcomes</li> <li>• Supervisor's review of time deadlines met (or unmet) on projects or work assignments</li> <li>• Supervisor's review of actual department performance results versus stated goals</li> </ul> <p><b>Validation methods for exemplary behaviors:</b></p> <ul style="list-style-type: none"> <li>• Review of meeting minutes for performance improvement committees, to document the incumbent's level of participation in the project</li> <li>• Number of cost-saving suggestions received from the incumbent during the review period</li> <li>• Evaluation of the impact of new research or technology initiated and applied by the incumbent to hospital operations</li> </ul>		10%	2	
<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p> <p style="text-align: right;"><b>UH-Thompson 000121</b></p>					

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
6) Competency: <i>Develops staff and builds a strong team.</i>			5%	2	
<u>Critical Behaviors:</u> <ul style="list-style-type: none"> <li>✓ Sets performance expectations and communicates the expectations to their employees</li> <li>✓ Offers employee performance feedback &amp; follows up appropriately</li> <li>✓ Documents employee counseling and corrective action discussions</li> <li>✓ Enforces workplace policies equitably and consistently</li> <li>✓ Encourages cooperative and collaborative behaviors within the work group</li> <li>✓ Promptly informs employees when there is a change in policy, rules and/or regulations that affect them.</li> <li>✓ Communicates with employees to inform them of current initiatives and activities within the hospital and the hospital system</li> <li>✓ Arranges for and monitors effectiveness of department orientation/training</li> <li>✓ Shares rewards for achievements with staff</li> <li>✓ Completes annual employee performance appraisals according to policy</li> <li>✓ Conducts job interviews and makes hiring selections in a timely manner, forwarding documentation to Human Resources</li> </ul> <u>Expected Behaviors:</u> <ul style="list-style-type: none"> <li>✓ Delegates assignments to individuals which extend their capabilities and assist them in learning new skills</li> <li>✓ Role-models performance feedback approaches</li> <li>✓ Identifies staff learning needs and takes action to facilitate improvement</li> <li>✓ Develops communication methods that meet staffing and organizational needs</li> <li>✓ Discusses development opportunities with employees, including potential career paths</li> <li>✓ Maintains an "open door" policy and encourages employees to share issues, suggestions, and concerns</li> </ul> <u>Exemplary Behaviors:</u> <ul style="list-style-type: none"> <li>✓ Mentors less experienced supervisors to help them learn team building skills</li> <li>✓ Identifies cross-departmental team work issues that effect hospital productivity and initiates actions leading to improvement</li> <li>✓ Anticipates how employee skill sets will be impacted by changes coming from new technology, research or business practices and develops employees so they have the skills they need</li> </ul>	<u>Validation methods for critical behaviors:</u> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with their employees</li> <li>• Supervisor's annual review of anecdotal feedback received from employees and Human Resources staff</li> <li>• Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to supervisory or leadership abilities)</li> <li>• Review of actual staff turnover results versus expected results</li> <li>• Review of staff development and education records showing evidence of employee participation in orientation and training activities</li> <li>• Review of actual time needed to fill vacant positions versus expected time frame</li> <li>• Review of actual percentage of employee evaluations completed on time versus expected standard of 100%</li> </ul> <u>Validation methods for expected behaviors:</u> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of incumbent's interactions with employees</li> <li>• Review of staff performance evaluations looking for evidence that learning needs have been identified and action plans developed for all employees</li> </ul> <u>Validation methods for exemplary behaviors:</u> <ul style="list-style-type: none"> <li>• Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the incumbent</li> <li>• Review of meeting minutes for team work improvement committees, to document the incumbent's level of initiation and participation</li> <li>• Review of staff performance evaluations looking for evidence that future learning needs have been identified and action plans developed to prepare employees for the impact of new research or technology</li> </ul>				<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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UH-Thompson 000122

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighting Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<b>7) Competency:</b> <i>Preparation of food served in hospital</i>			10%	2	
<b>Critical Behaviors (Minimum):</b> ✓ Visually inspects & tastes all food products ✓ Maintain sufficient back up food for café ✓ Prepares quality food for all areas ✓ Food preparation is completed according to menu ✓ Uses standardized recipes ✓ Able to improvise and questions unclear orders ✓ Demonstrates ability to complete all cook positions job tasks  <b>Expected Behaviors (Completely Satisfactory):</b> ✓ Keeps kitchen area clean ✓ Food service satisfaction scores reflect good to excellent ✓ Assists in training new employees how to prepare food using recipes and production records ✓ Prepares food without recipes as needed for special functions ✓ Taking personal responsibility for making improvements  <b>Exemplary Behaviors (Above and Beyond):</b> ✓ Food service satisfaction scores are excellent ✓ Communicates suggestions & assists department manager on ways to improve services for employees and patients	✓ Observations of outcomes ✓ Spot checks ✓ Uses standardized recipes ✓ Patient surveys ✓ Customer surveys ✓ Observation by exception ✓ Health inspections  ✓ Customer surveys ✓ Observation by exception ✓ Spot checks ✓ Peer review  ✓ Observation of contribution to work group activities ✓ Customer surveys ✓ Suggestions submitted by employee ✓ Interviews with key customers ✓ Commendations	3			0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.

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UH-Thompson 000123



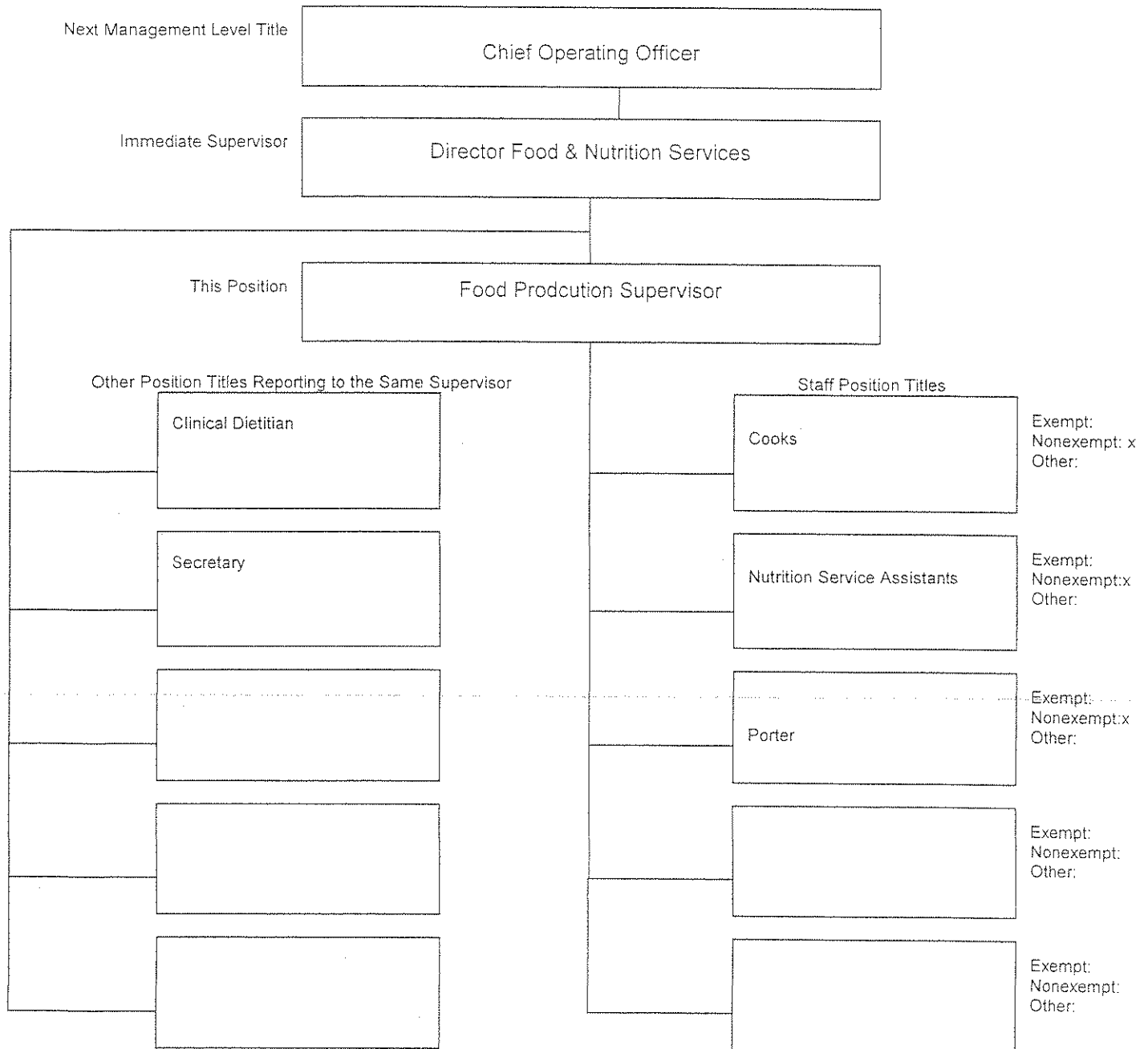
competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighting X eval pts = Total
<p><b>Competency:</b> Oversees patient tray assembly, Café &amp; catering food service</p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Appropriately portions food for patient trays &amp; cafeteria</li> <li>✓ Makes sure food is ready and that trayline starts on time</li> <li>✓ Ensures trays are assembled accurately &amp; completely</li> <li>✓ Accurately places items on trays of selected menus when needed</li> <li>✓ Ensures trays are delivered to floors per delivery schedule</li> <li>✓ Adjust food production schedules when needed</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Ensures caterings leave kitchen on time &amp; with complete supplies</li> <li>✓ Moves staff as needed to maintain service</li> <li>✓ Responsible for training and evaluating the work of Nutrition Service Associates</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate excellence in customer relations by visiting with dining room customers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observation</li> <li>✓ Spot checks</li> <li>✓ Skills Check List</li> <li>✓ Rounds</li> <li>✓ Customer surveys</li> <li>✓ Patient surveys</li> <li>✓ In-service attendance</li> <li>✓ Skills Check List</li> <li>✓ Observation</li> <li>✓ Spot checks</li> <li>✓ Peer review</li> <li>✓ Interviews with key catering customers</li> <li>✓ Interviews with key café customers</li> <li>✓ Commendations</li> <li>✓ Suggestions submitted by employee</li> <li>✓ Observation of contribution to work group activities</li> </ul>		10%	2	<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

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UH-Thompson 000124

Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.	Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.	Learning Needs (✓)	% of Weighing Must equal 100%	Evaluation (0-3)	% of weighing X eval pts = Total
<p><b>9) Competency:</b> <i>Completes supervisory operational duties</i></p> <p><b>Critical Behaviors (Minimum):</b></p> <ul style="list-style-type: none"> <li>✓ Accurately inventories &amp; orders raw food supplies</li> <li>✓ Orders Food &amp; Supplies via computer ordering program</li> <li>✓ Maintains low inventories.</li> <li>✓ Maintains use of approved product and vendors</li> <li>✓ Checks food deliveries against order invoice</li> <li>✓ Stores refrigerator/frozen items within 15 minutes of delivery</li> <li>✓ Follows Universal Precautions/Infection Control</li> <li>✓ Uses chemicals safely / Maintains safe work area</li> <li>✓ Trains employees how to safely operate and clean equipment</li> <li>✓ Food is stored properly (labeled &amp; dated)</li> <li>✓ Functions as Department Supervisor during normal operation hours</li> <li>✓ Arranges for coverage of unscheduled absences</li> <li>✓ Completes cash count &amp; deposits for café</li> </ul> <p><b>Expected Behaviors (Completely Satisfactory):</b></p> <ul style="list-style-type: none"> <li>✓ Ensures stock is rotated; takes corrective action</li> <li>✓ Communicates order discrepancies to vendor immediately</li> <li>✓ Responsible for peer training</li> <li>✓ Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers</li> <li>✓ Creates garnishes for all food items served and teaches others.</li> <li>✓ Functions as Charge Person in absence of Director</li> </ul> <p><b>Exemplary Behaviors (Above and Beyond):</b></p> <ul style="list-style-type: none"> <li>✓ Communicates suggestions &amp; assists in ways to improve operations to the manager or director</li> <li>✓ Creates specials for customers upon request</li> <li>✓ Works in absence of staff to maintain services</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observation</li> <li>✓ Spot checks</li> <li>✓ Skills Check List</li> <li>✓ Rounds</li> <li>✓ In-service attendance</li> <li>✓ Skills Check List</li> <li>✓ Health Inspections</li> <li>✓ Observation by exception</li> </ul> <ul style="list-style-type: none"> <li>✓ Par levels</li> <li>✓ Peer review</li> <li>✓ Substitution Log</li> <li>✓ Skills Check List</li> <li>✓ Temperature logs</li> </ul> <p>Visual review</p> <ul style="list-style-type: none"> <li>✓ Suggestions submitted by employee</li> <li>✓ Commendations</li> <li>✓ Observation of contribution to work group activities</li> </ul>		25%	2	
					<p>0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.</p> <p>1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</p> <p>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</p> <p>3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.</p>

**Organizational Chart:** Show how the position fits into the organization. Include staff's titles (and their staff size, if applicable) and the other position titles which report to the same supervisor.



Check Items Which Are Major Strong Points/Achievements, Asterisk Items Where Improvement Needs Exist



## Check Items Which Are Major Strong Points/Achievements, Asterisk Items Where Improvement Needs Exist

- |  |   |   |   |
|--|---|---|---|
| 1. <input checked="" type="checkbox"/> Personal Computer | 9. <input checked="" type="checkbox"/> Proofreading         | 17. <input checked="" type="checkbox"/> Problem Solving | 25. <input type="checkbox"/> Time Management        |
| 2. <input type="checkbox"/> Transcription                | 10. <input type="checkbox"/> Office Protocols               | 18. <input type="checkbox"/> Budgetary Controls         | 26. <input type="checkbox"/> Motivation             |
| 3. <input type="checkbox"/> Word Processing              | 11. <input checked="" type="checkbox"/> Organization        | 19. <input type="checkbox"/> Attendance                 | 27. <input type="checkbox"/> Following Instructions |
| 4. <input type="checkbox"/> CRT                          | 12. <input checked="" type="checkbox"/> Goal Setting        | 20. <input type="checkbox"/> Staff Development          | 28. <input type="checkbox"/> Prioritization         |
| 5. <input checked="" type="checkbox"/> Telephone Skills  | 13. <input checked="" type="checkbox"/> Customer Service    | 21. <input checked="" type="checkbox"/> Writing Skills  | 29. <input type="checkbox"/> Flexibility/Teamwork   |
| 6. <input checked="" type="checkbox"/> Cooperation       | 14. <input checked="" type="checkbox"/> Patient Focus       | 22. <input type="checkbox"/> Timeliness                 | 30. <input type="checkbox"/>                        |
| 7. <input type="checkbox"/> Technical Excellence         | 15. <input checked="" type="checkbox"/> Supervisory Skills  | 23. <input type="checkbox"/> Innovation                 | 31. <input type="checkbox"/>                        |
| 8. <input type="checkbox"/> Clinical Assessment Skills   | 16. <input type="checkbox"/> Adherence to Policy/Procedures | 24. <input type="checkbox"/> Communication Skills       |   |

### Attendance and Minimum Qualifications Summary

(Report attendance and requirements for last 12 months)

This section must be completed for all performance appraisals.

Number of days absent \_\_\_\_\_  
 Number of tardies/early leaves \_\_\_\_\_  
 Number of occurrences absent \_\_\_\_\_  
 Is attendance satisfactory? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

Completed annual TB testing \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Adhered to the Code of Conduct \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Maintained licensure/certification \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ N/A  
 Annual Safety Education \_\_\_\_\_  
 Score \_\_\_\_\_ % or \_\_\_\_\_ Pass \_\_\_\_\_ Fail/Incomplete

Other Mandatory Training: \_\_\_\_\_  
 \_\_\_\_\_ Yes \_\_\_\_\_ No  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

### Initial Employment Review

For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all duties of the job as written. Please evaluate on the applicable duties only.

Do you (supervisor) recommend this employee for regular full-time or regular part-time employment? \_\_\_\_\_ Yes \_\_\_\_\_ No

Number of days unscheduled absence \_\_\_\_\_  
 Number of tardies/early leaves \_\_\_\_\_  
 Number of occurrences absent \_\_\_\_\_  
 Is attendance satisfactory? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 If attendance is not satisfactory, please comment in the reviewer comment section.

☐ CHECK IF ATTACHING A COPY OF THE EMPLOYEE'S GOALS AND/OR PERFORMANCE IMPROVEMENT PLAN

Reviewer Comments: \_\_\_\_\_

Employee Comments: \_\_\_\_\_

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Reviewer Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

Department Head Signature \_\_\_\_\_ Date \_\_\_\_\_

## List of Possible Validators

The following is a non-exhaustive list of sources for validation of competency. A manager may look to this list in helping to evaluate an employee. These examples may be used to validate the universal as well as job-specific competencies.

### Direct Observation by Supervisor/Rater

- Direct observation of the worker's performance by the rater/supervisor
- Observed contributions to group activities (committee participation)
- Rounds
- Spot checks
- By exception (noting unusual incidents)

### Communication with Peers and Customers

- Patient Survey Results
- Customer surveys
- Formal Peer Review tool
- Interviews with key customers
- Review of care plans/notes with peer/advisor

### Performance Documentation

- Formal Testing
- Skills Check Lists
- Incident reports
- Anecdotal notes/records
- Commendations
- Corrective actions
- "You Make a Difference" certificates
- Organizational survey
- Meeting notes
- Suggestions submitted by the employee
- Department orientation checklist
- Budget performance
- Inservice attendance
- Attendance records
- Goal setting and attainment
- Project completion
- Objective measures of productivity
- Telephone logs
- Self evaluation
- Chart review
- Documentation of participation in care conference
- Membership in professional organizations (to document professional development)
- Privileging Checklists
- Computer system records/reports

**UniversityHospitals  
HealthSystem**

Richmond Heights  
Hospital

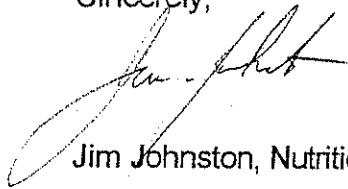
**Nutrition Services**

February 7, 2005

Dear Lisa Thompson:

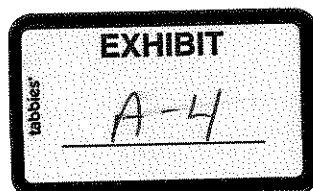
I would like to take this opportunity to recognize you for your outstanding contribution to Richmond Heights Hospital. On Thursday February 3<sup>rd</sup> and Friday February 4<sup>th</sup> the patient census increased to an unusually high level, patient meal demands increased, and service activity doubled. You immediately joined forces with the rest of the team and engaged yourself in the operation. You anticipated the needs of your co-workers and supported them with your assistance. I am impressed by your valiant efforts and your dedication. Your valuable contribution to Richmond Heights Hospital and your personal commitment to your co-workers is a representation of your dignity and honor as an individual. On behalf of Richmond Heights Hospital's patients, customers, and especially your co-workers, I thank you for everything you do.

Sincerely,



Jim Johnston, Nutrition Services Manager

cc. personal file





## Statement of Counseling

August 11, 2005

To: Lisa D. Thompson, Nutrition Supervisor

From: Steven Savanick

Lisa, There are some aspects of your performance that you need to improve upon.

1. Communication with staff.- When you talk to certain employees, you use a demeaning tone. You cannot yell to staff, "I'm fed up".
2. Ordering- When ordering, you must take a written physical inventory to know what products need to be ordered.
3. Scheduling - A. Need to cover the schedule completely. If there is a hole, communicate it to manager and staff prior to leaving.  
B. Must confirm employees P.T.O request when asked. Employees need to know if they have the time off so they can make reservations and plans.

I will work with you on the inventory/order if you need help. I would like you to set up a four week schedule. If there are holes, we will note them and place a sign up sheet so we can cover them.

If you need any assistance or help, I am here to help you. It is a top priority that this department functions as a team if we are to be successful.

Thank You,

Steven Savanick  
Exec. Chef/Unit Manager

